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ABSTRACT

This book is a follow-up to the original CLAS K-2 (1985) oral language program for kindergarten through second grade, but can also be used independently. It contains 50 additional listening and speaking activities designed for use together or individually with whole classroom groups. Each includes three to six activities with cut-outs, stories, and illustrations designed to improve speaking/listening skills and vocabulary through role-playing, games, discussions, and other interactive methods. The 12 sections cover vocabulary, concepts, listening, giving and following directions, auditory memory, grammar, rhyming, categorization, asking and answering questions, describing, role-playing and storytelling, and reasoning. A preface includes questions and answers about implementation of the system. (PB)

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CLASSROOM LISTENING AND SPEAKING

CLAS

More K-2

by Lynn Plourde
Illustrations by Nora Voutas

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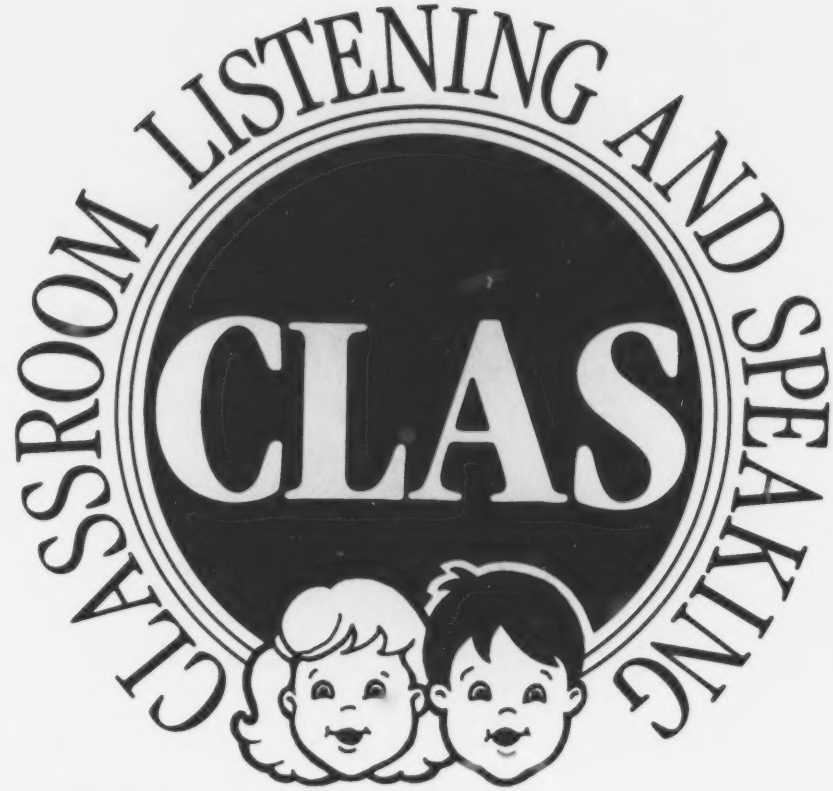

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A SPECIAL THANKS TO . . .

All the people who are already using *CLAS K-2;*
I'm thrilled with your commitment to helping
your students become better listeners and speakers.
You are making a difference in your students' lives.
More CLAS K-2 was written just for you.
Keep up the good work and enjoy.

The editors and staff at Communication Skill Builders,
for your continued support of products
that develop the oral language skills of *all* children,
including those with handicaps.

My husband Paul Knowles.
What can I say, but "Thanks!"
What other man would give up his weekends and vacation time
to be chief cook, housecleaner, and overseer
of three rambunctious kids
so that his wife can lock herself away and "write."

About the Author

Lynn Plourde is an oral-language consultant in Anson, Maine. Before going into private practice in 1985, she worked as an administrator and therapist, developing programs and providing direct speech and language therapy for clients from preschool age through adult. She has given numerous presentations and conducted workshops throughout Maine. A holder of the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, Ms. Plourde received B.A. and M.A. degrees in Speech Communication from the University of Maine.

Other publications by Lynn Plourde avaliable through Communication Skill Builders:

CLAS Preschool (1989)
CLAS K-2 (1985)
CLAS 3-4 (1988)
Talk T'Win (1988)

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Introduction

More Classroom Listening and Speaking K-2 (More CLAS K-2) is an oral-language program for kindergarten through second grade. This program is a follow-up to the original *CLAS K-2* (1985), but it can be used independently. It contains 50 additional listening and speaking activities designed for use with an entire classroom of students at the same time.

As with the original program, this book is divided into a dozen sections. Each of the following 12 sections includes three to six new activities:

- Vocabulary
- Concepts
- Listening
- Giving and Following Directions
- Auditory Memory
- Grammar
- Rhyming
- Categorization
- Asking and Answering Questions
- Describing
- Role-Playing and Storytelling
- Reasoning

To use this program with the original *CLAS K-2* program, pick and choose activities from each of the books that best meet your students' needs. If you wish, you may remove pages from this book and incorporate them into the original binder. The reason for developing this program is simply to provide you with *more* ideas. To use this book independently, just try any activities that interest you. No previous experience or materials are necessary.

Answers to Your Questions about CLAS

Since the *CLAS K-2* program was developed four years ago, numerous teachers have responded favorably to it. They report that CLAS is fun, easy to implement, and meets students' needs in the area of oral language.

Following are some of the questions they have asked about how to use the CLAS program most effectively in their classrooms. Because their questions may be similar to your own, they are included here.

Q. I am now teaching using whole-language methods. How can I make CLAS fit into my whole-language teaching?

A. This is an excellent question because more teachers are using whole-language methods. Whole-language teaching makes sense in many ways—and it works. Children enjoy being immersed in a theme and in language, rather than having language artificially dissected into scores of separate components. However, many whole-language programs still leave oral language development to chance. They stress reading, writing, and literature skills, but few listening and speaking activities are included as part of whole-language units.

It is easy to adapt the listening and speaking activities in this book so they fit into your whole-language units. For example, if you are teaching a farm unit, you can adapt the following activities:

Activity	
Circle Memory (page 44)	Instead of passing around a pencil, use a plastic farm animal or farmer instead. Change the directions so that they are related to farm animals. *(Pass the farmer around the circle. When it gets to Jamie, everyone make a rooster sound.)*
Sorting (page 66)	Do this activity by having children sort pictures of farm animals or plastic farm animals into two piles (those that fly/don't fly; those that have four legs/don't have four legs; those that have tails/don't have tails).
Tell Me (page 76)	Do this activity related to farm animals. Ask for two to four things describing a rooster, a barn, a tractor, etc.

If you were doing an apple unit in your classroom, you could adapt these activities:

Activity	Adaptation
Countdown (page 45)	Give each student an apple and a cup of cider. Then give directions related to apples. *(When I count down to six, twist the stem off your apple. When I count down to one, take two sips of cider.)*
Three Secret Boxes (page 72)	Hide three objects related to apples (apple peeler/parer, apple seed, Granny Smith apple) in the boxes. Then have students ask questions that will help them discover what is in each box.
Hidden Tokens (page 79)	Place assorted apples and apple-related pictures and objects around the room. Add the rule that students must hide the token by "apple things." For example, a student would hide the token and say, "I hid the token in back of the Golden Delicious apple." Another student might say, "I hid the token underneath the bushel basket."

I think you get the idea. You can adjust many CLAS activities to fit your whole-language theme by simply incorporating appropriate vocabulary and objects. Then your whole-language approach will also address the language areas of listening and speaking as well as reading, writing, and literature.

Q. During some CLAS activities, students must wait for others to have a turn or act out a story. How can I help my primary children to wait patiently?

A. Explain that when it is not their turn, they still have an important job—being in the audience. Discuss what being part of an audience means (sitting still, listening politely, applauding at the end). After each activity, praise students for doing a good job in the audience. *(Eric, I like the way you watched the whole play; you were really paying attention.)*

I try to encourage good listening and turn-taking by saying, "I'll be watching to see who's listening and who's the quietest during this story, so that person can have a turn in the next story." Basically, practice helps. Five-, six-, and seven-year-olds are still learning about sharing time and attention. But when they are expected to do so, they do—especially when they realize that *soon* they will have a turn. And heaven forbid that anyone might not pay attention to them!

Q. Some CLAS activities require special materials. I don't always have these materials available. What can I do?

A. You can do several things. Many special teachers (speech-language pathologists, resource-room teachers, and other special-education teachers) may have the materials you need. They often have a wealth of hands-on materials, such as sets of excellent photographs or manipulatives such as plastic foods and animals, that they use with children. If you ask, they are usually happy to share.

Another possibility is to collaborate with several other teachers in your school who use the CLAS program. Meet once a month after school or on a workshop day to develop your own "CLAS kit." Rather than each of you scurrying around to find the same materials, each person can be responsible for collecting some of the materials. Assign one person to activities X, Y and Z, another to activities A, B, C, and so on. Put these materials in a box marked *CLAS* in a central location. That way you will be able to find the materials when you need them.

Finally, you can just not worry about special materials. The majority of CLAS activities require no special materials or call for readily available classroom materials such as paper and crayons. If you do only these activities, you will still have lots of ideas to use for helping children become better listeners and speakers. From having worked in hundreds of classrooms, I know how much time you spend gathering materials for other subjects. The last thing you need is to have to find one more thing!

Q. Sometimes it seems as if one of me is not enough to go around during the CLAS program. I can't listen to everyone's stories and monitor all groups at once. Any suggestions?

A. You might enlist the help of a teacher's aid, parent volunteer, or speech-language pathologist during CLAS time. An extra pair of hands really helps. Divide the class in half so each of you can work with one group. This makes a much more manageable student/teacher ratio for activities that require turn-taking or include art projects. It allows students twice as many turns as when they are in the whole group.

If another adult is not available, don't give up. Even though you cannot hear every response when students are working in small groups (just because you don't hear them doesn't mean they are not learning), or you cannot give students as many turns as you would like, they still are getting more practice at listening and speaking than before.

Q. I have thought about leaving CLAS activities for my sub to use. Is that appropriate?

A. It surely is! Scores of teachers have said that if they know they will be out on a given day, they leave *several* CLAS activities for their subs to do. The activities are easy to understand and implement, which might not be true about your new literature unit or hands-on math program. Also, children enjoy the CLAS program—they think they are playing games rather than learning—so behavior problems and motivation are usually not issues.

Subs who have used CLAS activities say they enjoyed the program— it was fun for them as well as the students.

Finally, some classroom teachers have told me they have a special substitute folder with CLAS activities in it. They select activities for the folder that require no special materials or that have been class favorites in the past. Then, a teacher who is unexpectedly absent can leave instructions to do activities from the "sub file."

Q. I notice that during some CLAS activities, everyone starts talking at once. Since it is our special listening and speaking time, I don't want to discourage talking, but I can't listen to everyone at the same time. What can I do?

A. I have developed a few "tricks" to deal with this problem. They might work for you, too. Sometimes I say, "I can't listen to everyone, so I'd like each of you to whisper your answer (story, idea, etc.) to someone sitting beside you." Other times I say, "It seems as though you all have ideas. Lucky for you I'm a super listener today. When I count to three, everyone shout your answer to me." And they do! Obviously, I can't hear them all, but it satisfies their immediate need to share. Another thing I do if I can't hear everyone's answer is to ask students to remember their ideas, save them in their brains, and tell them to me during recess, before lunch, whenever.

Q. My students range greatly in their abilities. Some are in special-education programs much of the day; others are gifted students. How can I do the same CLAS activity with these students of varying abilities?

A. Your question is an important one, and I have felt similar frustrations. One second-grade classroom I worked in had one nonverbal girl who was cognitively functioning at a four-year-old level as well as a gifted boy who was functioning at a fifth-grade level—and everyone else in between. I strongly believe that a strength of the CLAS program is that it can be used with a wide variety of students at the same time. CLAS time is one of the few times during the day when the class can work together. Students need this joint time to develop a bond as a peer group and to develop self-esteem. *(Yes, I'm an important part of the group. I can do it, too!)*

Following are two examples of how CLAS activities can be adapted to the varying abilities of students.

In *"Because" Pictures* on page 48, you can change the questions. For instance, instead of asking a low-functioning student, "Why is he crying?" you might ask, "Is he crying because his toy car is broken?" The second question requires a simple yes-no answer. (If the student is nonverbal, a head nod can be sufficient.) The student is still participating, is still part of the group, but is simply doing the task at an easier level. You can make the same task more challenging for a gifted student. Rather than showing the gifted student a picture and asking, "Why is he

crying?" you can *not* show the gifted student the picture and ask, "What are three reasons why a person might cry?" You have made the task more difficult by asking an open-ended question rather than a closed question with one correct response.

The questions can be changed in a similar way in *Who's Standing* on page 70. Instead of asking a low-functioning student, "Who's standing in front of the mirror?" you can ask an easier question such as, "Look at the mirror. Is Bobby or Wendy standing in front of the mirror?" You can even walk over to the mirror, point at the student standing there, and ask, "Is this Bobby or Wendy?" To challenge a gifted student, you can use more difficult vocabulary such as, "Who's the female student standing to the left of the thermostat?" You can also lengthen the question: "Tell me two answers. Who's standing to the right of the teacher's desk, and who's standing to the left of the window?"

I think you get the idea. You won't always need to adapt activities for such a broad range of abilities, but you can when necessary.

Q. I have some shy students who don't like to speak. I feel that since CLAS time is time to listen and speak, I should expect them to participate. What can I do?

A. You can try several things. Give shy students nonverbal roles at the beginning to get them "warmed up." A shy student can be a scorekeeper for a game or an "extra" animal in a story that has no speaking part.

Another idea is to let shy students pick partners to help them. Simply having another person nearby to help out can provide enough comfort for the shy student "to dare to join in."

Also, I often tell shy students that they must try, but I will help them if they get stuck. Then I bend over backward to make sure that the child is successful. A taste of success will whet the child's appetite to participate the next time. For example, in *Make Up a Mask Story* on page 92, if a shy child has the part of the scarecrow, I start the child out nonverbally by asking, "Show us how you would shoo that crow out of the garden." Then I move on to short responses by prompting the shy child, "Here comes that pesky old crow again. Tell him 'Go away!'" If the shy child is successful with these easier responses, then I expect more by asking, "Here comes that crow again. Boy, does he make you mad! Now what will you say to him?"

With practice and support, the shy child should be able to participate more actively. It takes time—don't expect a change overnight—but you should see progress over time.

If you get a real "tough" shy kid—and I have had a few who will not maintain eye contact and curl up in a ball with their heads down when it is their turn—then you might not expect the child to have a verbal part. But remember, as they watch others, they still will be learning some "listening" skills. Also, I always expect some response, even from exceptionally shy kids. I will ask, "Do you want a turn?" I require them to at least shake their heads no if they don't. That is a start in communicating with others. I reinforce their responses by saying, "I'm glad you let me know you didn't want a turn. Thanks."

Fortunately, these very shy students are few and far between. Most students I have seen really open up during CLAS activities, and then you will be wondering how to get them to stop talking so someone else can have a turn!

Q. I don't have enough time now to teach everything I'm supposed to teach during a school day. How can I fit in time for CLAS activities?

A. Time is a problem for every teacher I have met. But the difference between teachers who find time for the CLAS program and those who do not is commitment. Do you feel strongly that your students need to develop better listening and speaking skills? If so, then you realize that you must take time regularly to teach them to listen and speak better; very few will learn these skills by chance or on their own.

Most teachers I have worked with decide how much of a commitment they can make to the CLAS program. A few teachers decide to do activities daily in the classroom, but they are a rarity. Most teachers teach two or three CLAS activities per week. Whatever their decision and commitment, they block out time in their plan books for CLAS just as they do for any other subject area.

Another key to finding time for CLAS is to use time that may be less productive for academic subjects. Most teachers teach CLAS in the afternoon instead of the morning, and often the last thing in the afternoon. Children enjoy CLAS activities and usually don't realize they are learning. Because motivation is not a problem, it makes sense to fit in CLAS activities late in the day. Save your core subjects, such as reading and math, for earlier in the day when your students are fresher. CLAS activities can be a welcome change of pace when both you and your students are tired. In support of this idea, teachers tell me they do the CLAS program right before lunch, at the end of the day, on Friday afternoon (several activities in a row), or on the day before a vacation when children are difficult to control. The key is to find a "down" time that works for you, and make a regular commitment to that time. If you can fit CLAS in only once a week—but you regularly make a commitment to that time slot—at least it is more help in listening and speaking than your students were receiving before.

You will probably feel reassured about the time issue if you talk with teachers who have already used the CLAS program. Those teachers say that the more familiar they become with the program, the more they adjust and adapt CLAS activities to fit in with other things they are teaching. As a result, CLAS activities become part of social studies time, a special reading unit, or whatever. I am excited when teachers use the program this way, because listening and speaking are not isolated skills. They can be taught in many contexts, many ways, throughout the school day.

VOCABULARY

7

DOCTOR, DOCTOR

Objectives: To develop vocabulary for body parts
To correctly follow oral directions

Materials: adhesive bandages

Time Required: 20 minutes

Procedure: Show the students how to open an adhesive bandage. *(Find the red string on the paper. Pull the string to rip the paper. Take the bandage out of the paper. Pull the protective papers off the back of the bandage, being careful not to get the sticky pieces stuck together.)*

Give each child one bandage, then stand in front of the class. Tell the children that they are going to pretend to be doctors, and you will be the patient. Then one at a time, give each student oral directions. *(Dr. Lucas, I hurt my forehead. Please put a bandage on it. Dr. Jennifer, please put a bandage on my sore left thumb.)* Continue, selecting different body parts (see list of suggestions below) until all students have had a turn.

After students place their bandages, ask them to take turns saying complete sentences telling where they put their bandages. *(I put a bandage on your neck.)* By saying sentences, students will more readily learn the names for body parts.

Suggested body parts
(use left and right when possible)

forehead	chin
thumb	cheek
knuckles	temple
neck	shoulder
ankle	biceps
heel	calf
palm	shin
wrist	spine
elbow	earlobe
sole	knee

Hint: If you don't wish to be the patient, bring in a large doll to use.

PASTA POSTER

Objectives: To learn vocabulary about different kinds of pasta (macaroni, noodles, spaghetti, linguini, vermicelli, ziti)
To correctly follow oral directions during an art project

Materials: poster board; glue; four to six types of pasta

Time Required: 20 minutes

Procedure: Show children the blank poster board and tell them that they are going to decorate it by gluing different pastas on it. Show students the pastas. Name each pasta and discuss how it looks.

Have children come up one at a time to select a pasta. Ask them to name their pastas before gluing them to the poster. Prompt children on the names as needed.

As children glue pastas to the poster, narrate what they are doing. *(Heather's pasting lots of vermicelli under the linguini. Kevin's pasting ziti in a circle around a piece of spaghetti.)*

WRITING UTENSILS

Objectives: To develop vocabulary about types of writing utensils
To correctly follow oral directions for drawing a group picture

Materials: variety of writing utensils (felt pens, colored chalk, markers, colored pencils, calligraphy pens); large piece of blank paper taped to a wall or chalkboard or mounted on an easel

Time Required: 20 minutes

Procedure: Ask the class if they know what you mean by *writing utensils*. Then show them the variety of writing utensils. Name each item and discuss when and how it is used.

Display the large piece of paper, and explain that the whole class is going to draw a picture using the different writing utensils. Select individual children to follow directions such as these:

1. Draw a sun with the yellow felt pen.
2. Use the green calligraphy pen to draw some grass.
3. Draw four birds with the blue marker.

Continue until every child has had a turn. Then allow students to take turns giving directions. If necessary, remind them to use correct names for the writing utensils.

Hint: The art teacher could do this activity with your class.

MAKE UP A PERSON

Objectives:

To develop vocabulary about cosmetics
To correctly follow oral directions for an art project
To communicate effectively in a small group in order to share art materials

Materials:

white paper plates (one for each child); cosmetics (lipstick, blush, eyeshadow, eyeliner); crayons or markers

Time Required:

20 minutes

Procedure:

Assemble and bring in cosmetics. Draw eyes, nose, and mouth on each plate.

Ask students if they know what cosmetics are. Then show the class the different cosmetics you brought in, discussing what each is called and how it is used.

Give each child a paper plate with eyes, nose, and mouth on it. Divide the children into groups of four to six students. Give each group markers and cosmetics to share. Ask them to use markers to draw hair on their plates and cosmetics to "make up" the faces on the plates. Encourage children to verbalize in order to share the cosmetics. *(Please pass me the eyeliner. Who needs the blush now?)* By doing so, they will learn to share through oral communication and they will more readily learn the names of the cosmetics.

ACTION STORY—THE LOOSE TOOTH

Objectives: To act out a story as it is read orally
To develop vocabulary skills
To develop listening skills in order to answer questions about the story

Materials: none

Time Required: 20 minutes

Procedure: Read the following story aloud. As you read, lead the class through the actions in the story.

The Loose Tooth

We were sleeping soundly. When we woke up, we stretched. Then we yawned. To be polite we covered our mouths when we yawned. But when we put our hand up to our mouth, we noticed that we had a loose tooth. We shouted, "We have a loose tooth!" **(Everyone: "We have a loose tooth!")**

We hurried into the bathroom and looked in the mirror. We wiggled the tooth. We could see it move a little bit. We washed up, got dressed, walked to school, wrote school papers, played ball at recess, and walked back home.

That night at supper, we tried to bite into some corn on the cob. When we did, we said, "Ouch." **(Everyone: "Ouch.")** We felt our loose tooth and it was much looser. We decided it was time for that tooth to come out.

First we shook it back and forth, back and forth, but it didn't come out. Then we tied a piece of string around it and yanked on it, but our tooth still didn't come out. Next we opened the refrigerator, got an apple, and said, "Apples are crisp." **(Everyone: "Apples are crisp.")** We polished the apple by rubbing it on our shirt. Then we bit into the apple as hard as we could. But still our loose tooth didn't come out.

We looked in the mirror and wiggled our loose tooth again. It was very loose. We thought out loud, "I wonder why it won't come out." **(Everyone: "I wonder why it won't come out.")**

We shrugged our shoulders and decided to give up trying. Our tooth would come out when it was ready to come out. As we turned to walk out of the bathroom, we bumped our face into the bathroom door. It hurt. We put our hands up to our sore face. When we took our hands down, there in the middle of one hand was a shiny white tooth. We looked in the mirror again and smiled, looking at the hole where our tooth used to be. We laughed. We said, "I guess that tooth was finally ready to come out." **(Everyone: "I guess that tooth was finally ready to come out.")**

THE END

Questions

1. Discuss the meanings of the following words: *polite, yank, crisp, polish, shrug.*
2. Name the different ways we tried to get the loose tooth out.
3. What made the tooth finally come out?
4. What do you think we did with the tooth in the story after it came out?
5. Have you ever had a loose tooth? What happened?

ACTION BIOGRAPHY—ABRAHAM LINCOLN

Objectives: To act out a story as it is read orally
To learn details about a famous person
To develop new vocabulary
To develop listening skills

Materials: none

Time Required: 20 minutes

Procedure: Read the following story aloud. As you read, lead the class through the actions in the story.

Abraham Lincoln

Abraham Lincoln was born in 1809 in a log cabin in Kentucky. As a little boy, he often sat down to supper and ate a lot. He grew quickly and was tall for his age.

Sometimes Abraham walked to school. The first time he went, the teacher asked him his name. He answered, "Abraham Lincoln, Ma'am." **(Everyone: "Abraham Lincoln, Ma'am.")** Then he added, "But my nickname is Abe." **(Everyone: "But my nickname is Abe.")**

Abe liked school, but he could go only once in a while because he stayed busy helping with chores at home. He helped chop wood, feed the chickens, and pick vegetables from the garden. Even though he couldn't go to school very often, Abe loved books and learning. Every night he lit a candle, sat down, and read and read until very late at night.

When Abe was nine years old, his mother died. Abe cried. He felt sad. He would miss her.

Abe turned out to be a good storyteller. He would walk to the general store and sit on a barrel and start a story like this, "Once an old farmer who was grouchy as grouchy can be . . . " **(Everyone: "Once an old farmer who was grouchy as grouchy can be . . . ")** The townspeople loved to hear Abe's stories. They would listen to him hour after hour.

When Abe grew up, he ran a store. He stocked the shelves, did all the paperwork, and carried groceries for his customers. Abe liked having a store, but at times he wanted to do more. For a while he worked outside surveying land. Meanwhile, he kept studying and studying. He taught himself how to be a lawyer.

After he was a lawyer, he started getting involved in politics. He would give speeches and say, "I believe we need better transportation for everyone." **(Everyone: "I believe we need better transportation for everyone.")** He was still a good talker, and people liked what he had to say and voted for him.

Finally, Abraham Lincoln had the most important job in the country—President of the United States. As President, Abe continued to work hard. He read a lot, wrote important papers, and gave many speeches. He was famous for saying, "No more slaves, let the black people be free." **(Everyone: "No more slaves, let the black people be free.")** When the Civil War ended, the black people were free, thanks to Abraham Lincoln. Today, he is still remembered as one of our best presidents.

THE END

Questions:

1. Discuss the meanings of the following words: *nickname, storyteller, grouchy, stock (shelves), customers, survey, lawyer, slaves*
2. How did Abraham Lincoln learn when he was a boy?
3. Name at least two things that Abraham Lincoln was famous for doing.
4. What do you think Abraham Lincoln did that made him such a good storyteller?
5. Abraham Lincoln taught himself how to be a lawyer. Have you ever taught yourself to do something? What?

CONCEPTS

COLOR FOR THE DAY

Objective: To learn nonbasic colors (beige, silver, maroon, gold, peach, turquoise)

Materials: construction paper; crayons; adhesive stars; paper

Time Required: 20 minutes

Procedure: Select one nonbasic color, such as gold, as the color for the day.

Prepare for "gold day" by sending a note home with each child asking parents to have their child wear something gold-colored to school the next day. Make a badge of gold construction paper for each child.

As the children come in, give each one a badge to wear for the day. Ask the children to show the gold-colored items that they wore to school.

Next, dump out a box of crayons and have students find the gold-colored crayon. Ask students to find gold-colored objects around the room using the gold-colored crayon as a match. When students find gold objects, encourage them to say complete sentences about the objects. *(This rug is gold. This necklace has a gold chain.)*

Then give each student a blank paper and some adhesive stars (including gold ones). Give them oral directions for sticking their stars on the paper in a design. *(In the middle of your paper, put a gold star between two red stars. Put a gold star above one of the red stars, etc.)*

Finally, have the class "brainstorm" to think of items that are usually gold-colored, such as foil on candy bars, rings, watch bands, doorknobs, etc.

Hint: On another day you can do the same activity using a different nonbasic color.

STRAIGHT

Objective: To develop understanding of the concept *straight*

Materials: yarn (one piece per student); worksheets on the following pages

Time Required: 25 minutes

Procedure: Reproduce the two worksheets on the following pages. Make a copy of each one for every student.

Discuss with students what the concept *straight* means. Then tell them to do the following:

1. Hold all your fingers so they are straight.
2. Hold your arms straight down by your sides.
3. Hold your arms straight out in front of you.
4. Make your body as straight as possible.
5. Walk a straight line. (Select individual students to walk in a straight line between the door and the teacher's desk, between the trash can and a window, between the chalkboard and the coat rack, etc.).
6. Draw a pretend straight line in the air with your fingers.
7. Everyone hold hands to make a long, straight line. (If there's not enough room in the classroom, try the hallway or outside.)
8. Make a straight line with your yarn.
9. Point to straight things (chalk rail, side of the door) in the room.

Ask the following questions:

1. Are bands in parades supposed to stand in straight lines?
2. How many straight lines does the letter /E/ have in it?
3. What do people mean when they say something is "straight as an arrow"?
4. What can we use to help us draw straight lines?

Pass out the worksheets for students to complete.

STRAIGHT

Use a red crayon to trace all the straight lines.

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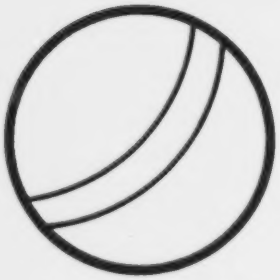
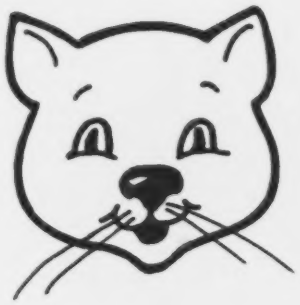
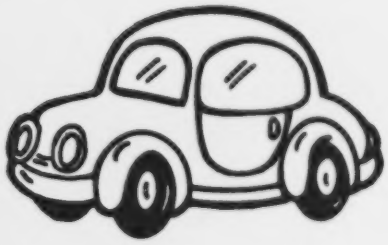
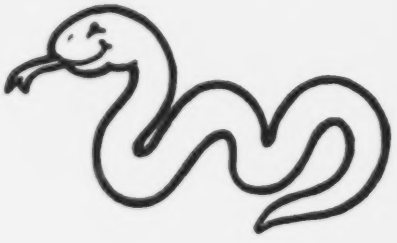
STRAIGHT

1. Draw a straight line between the ball and the tree.
2. Draw a straight line between the house and the window.
3. Draw a straight line between the cat and the window.









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CROOKED

Objective: To develop understanding of the concept *crooked*

Materials: yarn (one piece per student); worksheets on the following pages

Time Required: 25 minutes

Procedure: Reproduce the two worksheets on the following pages. Make a copy of each one for every student.

Discuss with students what the concept *crooked* means. Then tell them to do the following:

1. Make one of your fingers look crooked.
2. Make all your fingers look crooked.
3. Make your arms crooked.
4. Make your whole body look crooked.
5. Smile a crooked smile.
6. Walk in a crooked line.
7. Draw a pretend crooked line in the air with your finger.
8. Point to crooked things in the room.
9. Make a crooked line with your yarn.

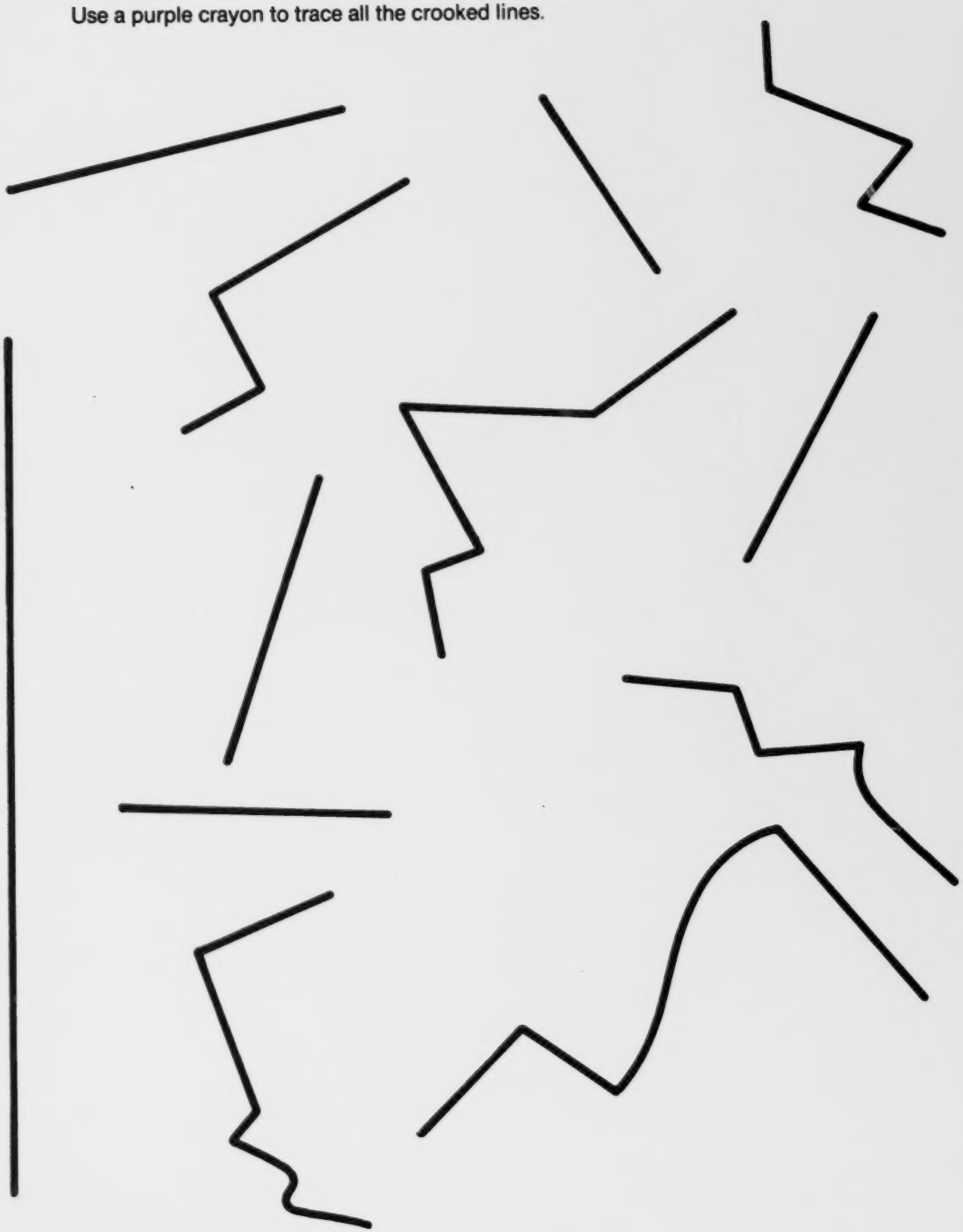
Ask the following questions:

1. Why might a road be crooked?
2. Is /l/ a crooked letter? Is /z/ a crooked letter?
3. Is /7/ a crooked number? Is /1/ a crooked number?
4. What do you look like if you make all your fingers crooked?

Pass out the worksheets for students to complete.

CROOKED

Use a purple crayon to trace all the crooked lines.



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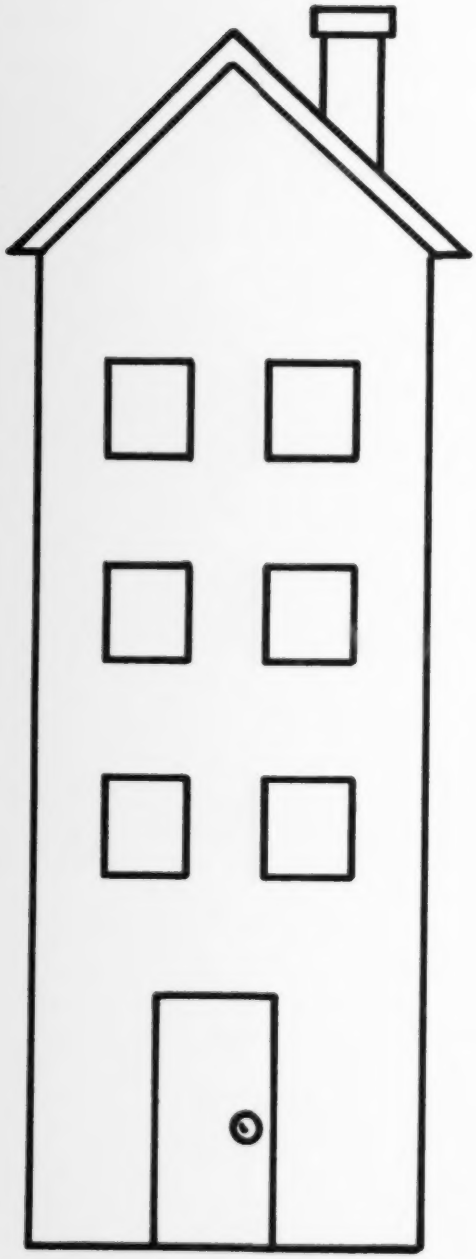
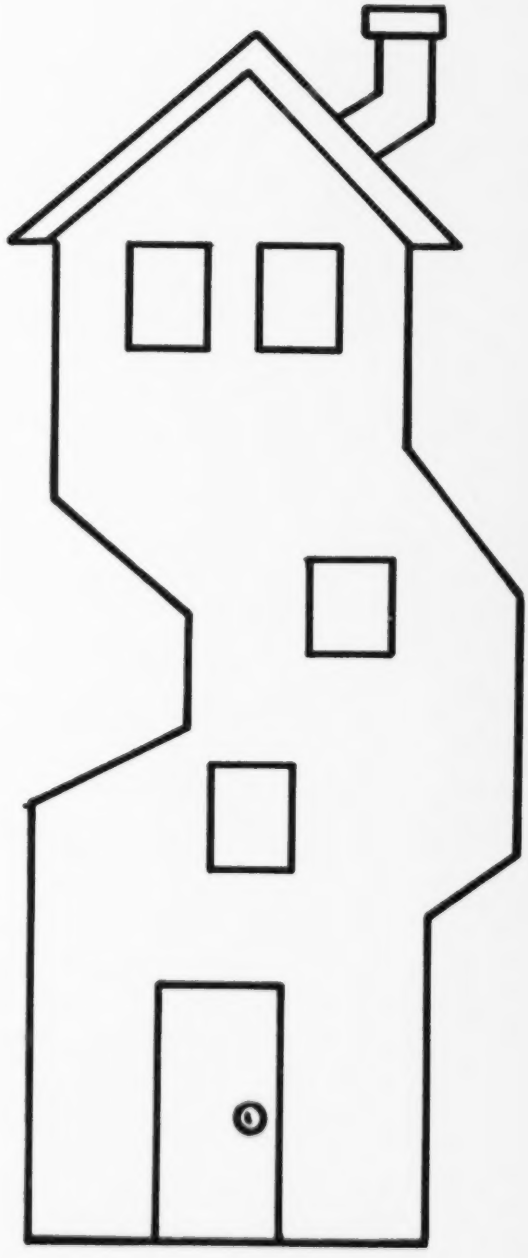
CROOKED

Draw a crooked man beside the crooked house.





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HEAVY

Objective: To develop understanding of the concept *heavy*

Materials: scales; worksheet on the following page

Time Required: 25 minutes

Procedure: Reproduce the worksheet on the following page. Make a copy for each student.

Discuss with students the meaning of the concept *heavy*. Then tell them to do the following:

1. Point to a heavy part of your body.
2. Pretend to pick up a heavy box.
3. Pretend to pick up a heavy rock.

Select individual students to point to heavy things in the room.

Then have the class make weight guesses. Ask one student to hold eight books and another to hold four lunch boxes. Which do they think is heavier? Weigh the objects to find out. Try more weight guesses.

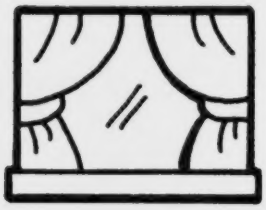
Ask the following questions:

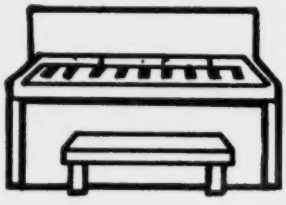
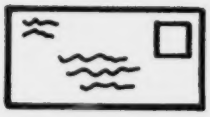
1. Name a heavy animal.
2. Name a piece of heavy furniture.
3. Name a heavy food.
4. What could you put in your pockets to make you heavier?
5. Name something heavy in the living room, a restaurant, a zoo, a bedroom.
6. If a rock was too heavy to pick up, how else could you move it?

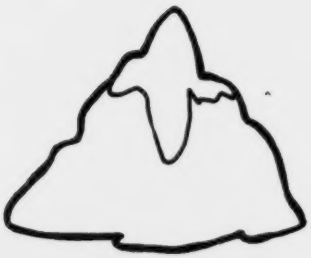
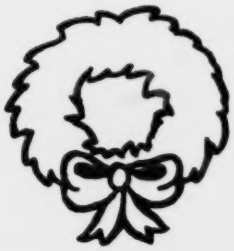
Pass out the worksheet for students to complete.

HEAVY

Draw a circle around the heavy object in each row.



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LIGHT

Objective: To develop understanding of the concept *light* (as opposed to *heavy*)

Materials: scales; worksheet on the following page

Time Required: 25 minutes

Procedure: Reproduce the worksheet on the following page. Make a copy for each student.

Discuss with students the meaning of the concept *light*. Then ask them to do the following:

1. Point to a light part of your head, your body, your clothes.
2. Pick up something light from your desk.
3. Pretend to pick up a light box.
4. Pretend your arms are so light that they float up into the air.

Select individual students to pick up light things in the room.

Line up a series of objects (book, pencil, paper, lunchbox, shoe, etc.), and ask students which is the lightest. Weigh objects to verify. It time allows, guess and weigh several sets of objects.

Select one student to pose as a balance scale, holding arms straight out to each side. Have other students put objects in each of the student's hands. The student should show which object is lighter by moving that hand up and the other hand down. Continue with more objects and different students.

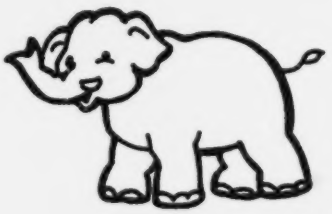
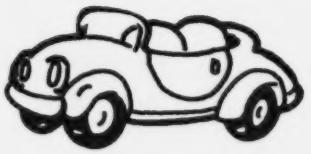
Ask the following questions:

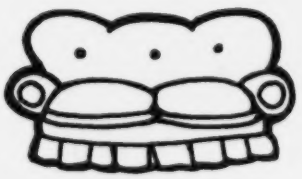
1. Which is lighter? a hair or a pencil; an elephant or a couch; a pan or a feather; an egg or a watermelon; a kitten or a cat.
2. Name something light in a car, in the woods, on a TV, in a bathroom, at the grocery store.

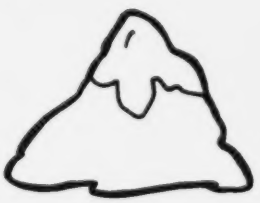
Pass out the worksheet for students to complete.

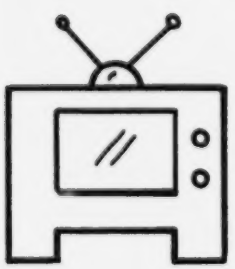
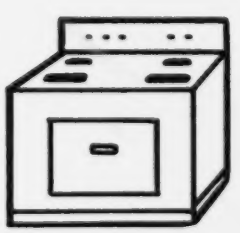
LIGHT

Draw a circle around the light object in each row.





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LISTENING

ACTION STORY—THE CLASSROOM AT NIGHT

Objective: To use cutouts in acting out a story as it is read orally

Materials: cutouts on the following page (one set for each student)

Time Required: 20 minutes

Procedure: Reproduce and cut out shapes. Give a set to each child.

As you read the following story, students must listen carefully to act it out using the cutouts.

The Classroom at Night

Most people think that the classroom must be pretty boring at night when all the children have gone home. But it's not!

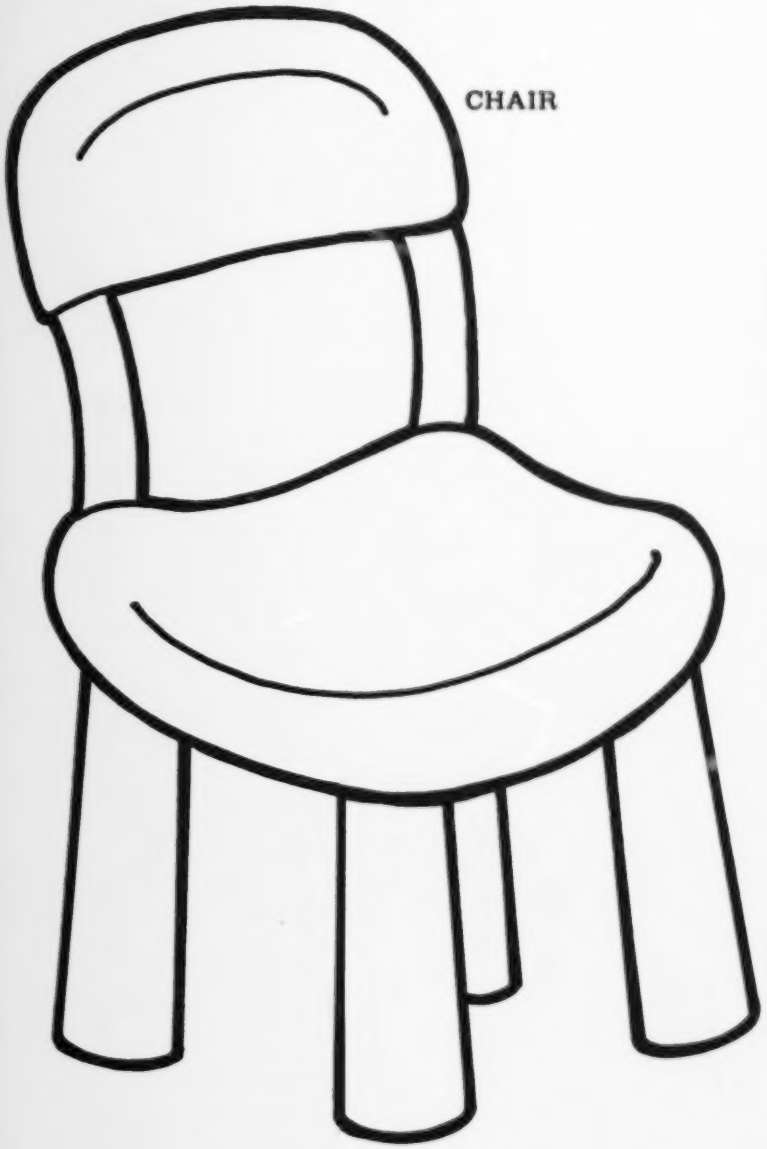
After the children leave, the desk looks around and asks, "Are all the people gone?" **(Everyone: "Are all the people gone?")** The chair nods its head yes. The desk and the chair jump up and down, run all around, and shout, "Yahoo!" **(Everyone: "Yahoo!")** They're glad to finally have some fun after a long day of staying still. They even turn on some music and dance for a while.

Soon they are hungry, so they sneak down to the cafeteria to try and find some food. They tiptoe and don't say a word because they don't want the night janitor to see them. When they get to the cafeteria, they find some leftover pizza and cookies. The desk and the chair eat and eat. Finally they are full so they sneak back to the classroom.

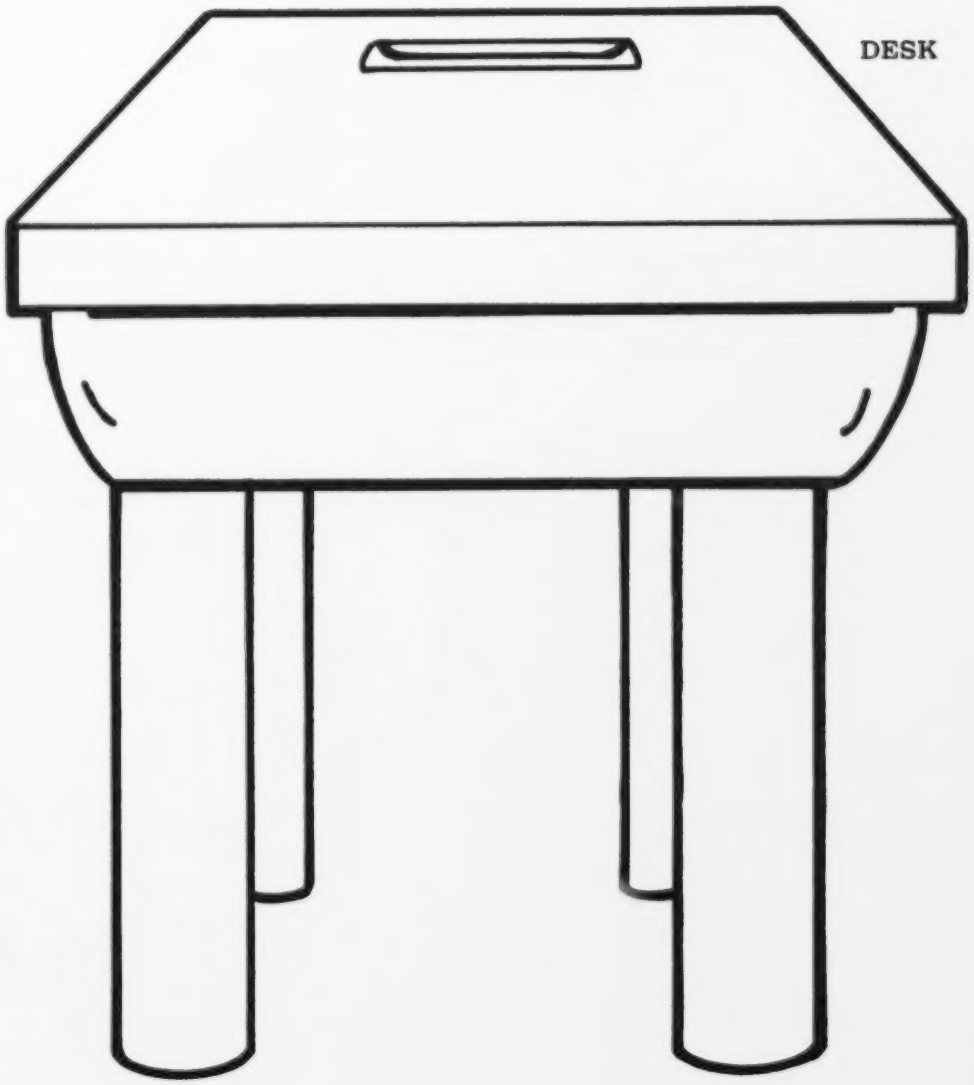
When they get back to the classroom, they play a game of tag. The desk chases the chair and touches it. Then the chair chases the desk and touches it.

It's getting late, so they decide to get ready to sleep. First they wash up and get nice and clean. Then they turn on the TV in the classroom and watch *The Cosby Show*. By then they're all worn out. The desk says, "I'm ready to sleep." **(Everyone: "I'm ready to sleep.")** The chair agrees, "Me, too." **(Everyone: "Me, too.")** Then the desk hums a lullaby to the chair, and soon they both fall fast asleep. The only sound in the classroom is snoring. **(Everyone: "Zzzzzzz.")**

THE END



CHAIR



DESK

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ACTION PLAY—THE DETECTIVE

Objectives: To reach a group decision on how to portray an object
To act out the group's symbol for an object in a story

Materials: none

Time Required: 20 minutes

Procedure: Divide students into groups of three to five. Assign a part (word) in the story to each group.

Read the story aloud to familiarize students with it. The students in each group must reach a consensus as to how they will portray their part. For example, if a group's word is *detective*, the students might pretend to look through a magnifying glass and say, "Aha!" Verbal and nonverbal portrayals are acceptable.

After the groups have made their decisions, read the story again. Each time a group hears its word, the students should act out the part.

The Detective

Possible parts: *Detective, Watch, Taxi, Prince*

One day the *prince* could not find his favorite *watch*, so the *prince* called the *detective*. The *detective* said that he would take a *taxi* over to see the *prince* and help him find his *watch*.

Then the *detective* took a *taxi* to see the *prince*. When the *detective* walked into the castle, he asked the *prince*, "What do you think happened to your *watch*?" The *prince* said that he had no idea; he knew only that he couldn't find his *watch*.

The *detective* patted the *prince* on the back and said, "Don't worry; I'll find your *watch* for you."

The *detective* took a *taxi* to every part of the city, but the *detective* could not find the *watch*. Finally the *detective* gave up and took a *taxi* back to see the *prince*. The *prince* asked, "Where's my *watch*?" The *detective* admitted that he had not found the *watch*. That news upset the *prince* so much that he put his head in his hands and wept. While he was crying, the *detective* noticed a *watch* on the wrist of the *prince*. The *detective* asked, "What's that *watch*?" The *prince* looked at the *watch* on his wrist and said, "Thank goodness, you found my favorite *watch*." The *detective* replied, "No problem, *prince*. I'll send you my bill." Then the *detective* took a *taxi* home to wait for his next case.

THE END

CRAYON CIRCLE

Objectives: To correctly follow oral directions
To develop color concepts

Materials: several boxes of crayons

Time Required: 20 minutes

Procedure: Seat students in a circle. Pass out crayons so that each child has one crayon. Then have students follow your directions.

Sample directions

1. Those holding blue crayons, stand up.
2. Those holding green crayons, touch your toes.
3. Those holding brown crayons, put your hands on your knees.
4. Those holding black crayons, trade crayons with someone who has a red crayon.
5. Those holding yellow crayons, trade crayons with someone who is holding an orange crayon.
6. Those with red crayons, look at the ceiling and then point to the door.
7. Those holding green crayons, go touch an object in the room that matches the color of your crayon.
8. Those with purple crayons, turn around in a circle, then sit on the floor.
9. Those with yellow crayons and blue crayons, go stand in the middle of the circle, then carefully walk backward to your place.
10. Those with orange crayons, pretend to sneeze, then whisper your middle name to the teacher.
11. Those holding red and brown crayons, hide your crayons behind your back, then sing, "Happy Birthday."
12. Everyone holding a crayon, except those with blue crayons, close your eyes and open your mouths.

CROWNS AND CRAYONS

Objectives: To develop differential listening skills
To correctly follow oral directions
To develop color concepts

Materials: blank paper; crayons (one set for each child); construction paper; crown cutout from the following page (one for each child)

Time Required: 20 minutes

Procedure: Transfer crown shape to sheets of construction paper and cut them out. Depending on the size of your class, make two to five crowns in each of the six basic colors (red, yellow, blue, orange, purple, green).

Give each child a crown, a blank piece of paper, and crayons. Tell the children to listen carefully and follow your directions.

Sample directions

1. Those with red crowns, draw a yellow sun on your paper.
2. Those with purple crowns, draw two brown trees on your paper.
3. Those with blue crowns, draw a green circle on your paper.
4. Those with yellow crowns, draw a blue bird on your paper.
5. Those with green crowns, draw a purple arrow on your paper.
6. Those with orange crowns, draw a green leaf on your paper.
7. Those with yellow and purple crowns, draw green grass on the bottom of your paper.
8. Those with red and green crowns, draw a red flower on your paper.
9. Those with orange crowns, draw an orange circle and a brown square on your paper.
10. Those with blue crowns, draw a black box on your paper.
11. Those with green crowns, draw a blue bed with a yellow pillow on your paper.
12. Everyone, except those with red crowns, draw a rainbow on your paper.

CROWN

1. Attach a straight strip to either side of the crown front.
2. Measure each student's head before stapling the strips together in back.

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GIVING AND FOLLOWING DIRECTIONS

COLOR THE PAPER DOLL

Objectives: To correctly follow oral directions on how to color a paper doll
To reinforce color concepts

Materials: paper-doll worksheet on the following page; crayons (one set for each student)

Time Required: 20 minutes

Procedure: Reproduce the paper doll on the following page. Make a copy for each student.

Give crayons and a paper doll to each student. Tell the class to listen carefully and follow your directions. Adjust directions for difficulty so that they are appropriate for your students' abilities.

Sample directions

1. Color the paper doll's eyes green.
2. Color three polka dots on her dress blue.
3. Color one of her shoes brown and the other shoe black.
4. Color the stripes on her socks purple and yellow.
5. Color her hair light brown and her lips light red.
6. Color two polka dots orange and one polka dot green.
7. Color her cheeks light red and her earrings orange.
8. Color the background of her dress the same color as her hair.
9. Color her necklace so every other bead is orange and every other one is green.
10. Color two dots purple, two dots red, and two dots yellow on her dress.

PAPER DOLL

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CLEANUP DIRECTIONS

Objective: To correctly follow oral directions for cleaning a room

Materials: none

Time Required: 20 minutes

Procedure: Line up the students on one side of the room. Give oral directions for cleaning the classroom to individual students or groups of students. If students follow directions correctly, they may stand in a line on the opposite side of the classroom. If they are incorrect, they return to the original line and are given another direction to follow. Continue until all students are lined up on the opposite side of the classroom.

Sample directions

1. Pick up three pieces of paper from the floor and throw them in the trash can.
2. Straighten all the desks in the first row.
3. In the third row, put chairs on top of the desks.
4. Wash off the tops of the desks and the counter by the sink.
5. Dust everything on the bottom book shelf and the shelf next to the bottom.
6. Throw away two unnecessary items from your desk.
7. Straighten two rows of books in the reading corner.
8. Erase the left side of the chalkboard.
9. Wash the mirror over the sink and the window on the door.
10. Wash off the chalk rail with a wet paper towel.

Hint: This activity is great for the end of the school day, and the custodian will love you for it!

TABLE TALK

Objectives: To correctly follow oral directions.
To give oral directions for others to follow

Materials: place settings for four people, including plates, napkins, silverware, glasses

Time Required: 20 minutes

Procedure: Set a table for four people.

Select four students to sit at the table while the rest of the class stands in a circle around the table. Then select different students to follow your directions.

Sample directions

1. Trade Ben's and Miguel's spoons.
2. Give Kelly both Becky's and Ben's napkins.
3. Trade Becky's silverware with Kelly's silverware.
4. Turn all the boys' spoons upside-down.
5. Put everyone's silverware on the left side of his or her plate.
6. Give Kelly's napkin to Ben and Miguel's napkin to Becky.
7. Put everyone's spoon between his or her plate and glass.
8. Line up all the glasses in a row between Miguel's plate and Ben's plate.
9. Have each person trade forks with the person sitting opposite.
10. Put all the knives in Becky's plate and all the spoons in Ben's glass.

Allow students to take turns giving directions for others to follow.

OBSTACLE COURSE AND CARDS

Objective:

To orally describe the route one must take through an obstacle course
To correctly read a simple map
To learn the concepts of *right* and *left*

Materials:

assorted objects from the classroom set up as an obstacle course (desks, chairs, trash can, books); index cards

Time Required:

20 minutes

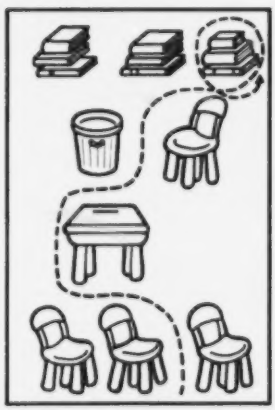
Procedure:

Set up an obstacle course in the classroom using the items named above. Draw pictures of the obstacle course on the index cards, showing a different route through it on each card.

Select one student at a time to go through the obstacle course. Give that student an index card "map" with an arrow drawn on it to show the route to take through the obstacle course. Ask the students to read their maps and orally describe the routes they are going to take. See the sample below.

Allow several students to take turns following different routes through the obstacle course. Then leave out the index cards and keep the obstacle course set up as an option for students to "play" during free time.

Sample



Student would say:

To get through the obstacle course, I must walk between the second and third chairs, then around the left side of the desk, then between the trash can and the chair, then walk all around the third pile of books.

Hints: If this activity is difficult for your students, help them in these ways:

1. Point and ask multiple-choice questions. For example, point to the left side of the desk and say, "Are you supposed to go on the left side of the desk or (point to the right) on the right side of the desk?"
2. Have students work in pairs so they can help each other. (This also allows more students to participate.)

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AUDITORY MEMORY

MEMORY MONSTER

Objectives: To develop auditory memory skills
To correctly follow oral directions

Materials: monster mask on the next page; tongue depressors

Time Required: 20 minutes

Procedure: Reproduce, color, and cut out the mask. Tape it to tongue depressors to hold it up.

Select one student to use the monster mask and correctly follow a direction, such as: "Sit on the floor and growl softly." If the student does so correctly, then the student may sit backward on his or her chair.

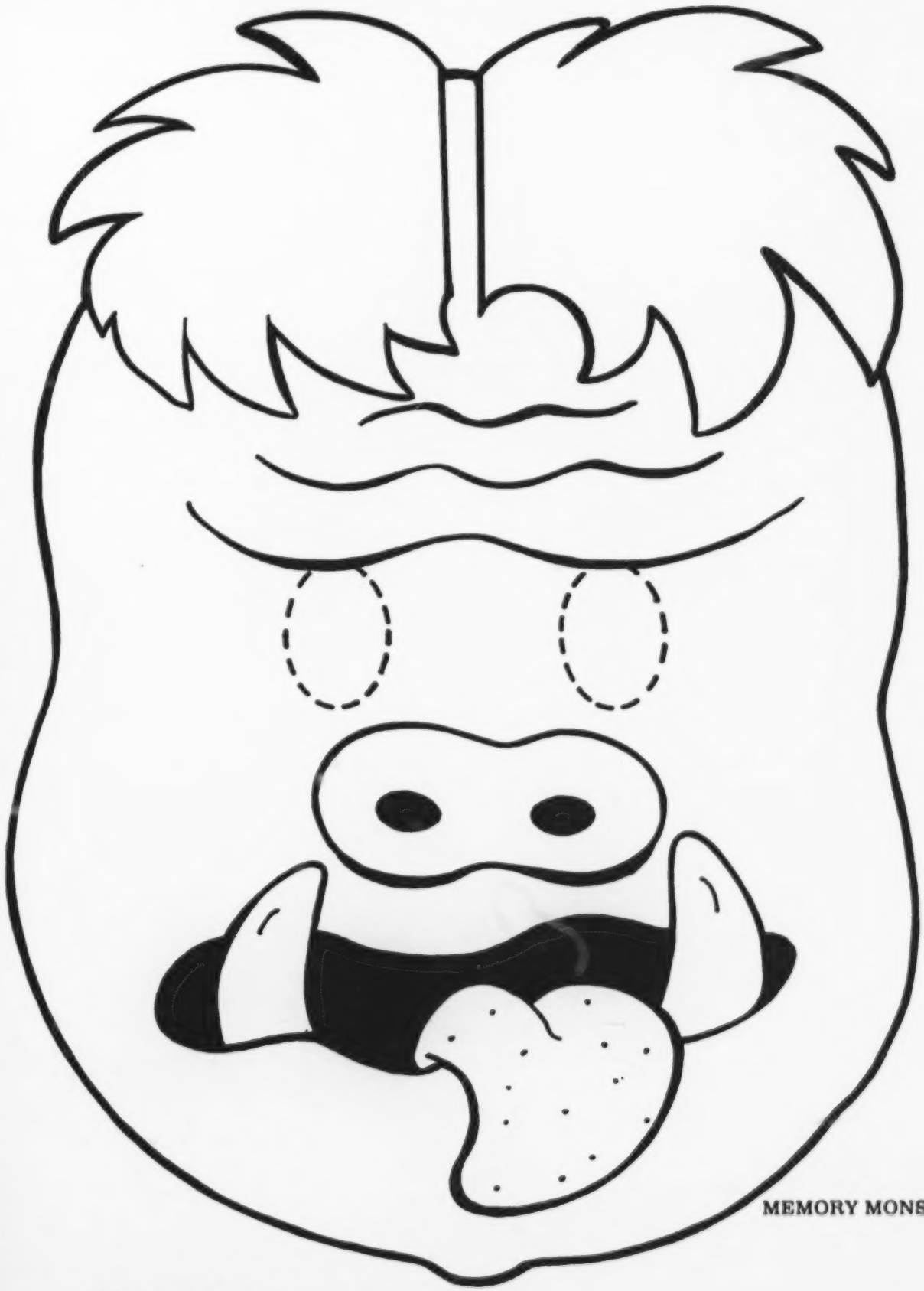
Give the mask to another student, and give a different direction, such as: "Turn around in a circle two times, look at yourself in the mirror, and say, 'Yikes!'" If the student performs correctly, that student also may sit backward.

Continue until everyone has followed directions correctly and the whole class is seated backwards.

Possible directions

1. Take two steps backward, peek out from behind the mask, and say "Boo!"
2. Walk around your desk, knock on the door, then growl two times.
3. Howl like a wolf, pick up a piece of chalk, then do a dance.
4. Whisper, "I am a monster," tiptoe over to the trash can, and clap your hands.
5. Sing "la-la-la," look at the ceiling, then touch the pencil sharpener.
6. Take three steps sideways, make a monster sound, then knock on a desk.
7. Point to your monster mouth, put one hand on your hip, then touch your toes.
8. Touch something wooden, hide the mask behind you, then hiccup.
9. March over to a window, look out the window, and say, "I'm coming to get you."
10. Sit on the floor, jump up high, and sneeze.

Hint: Make directions shorter or longer depending on individual student abilities.



MEMORY MONSTER

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CIRCLE MEMORY

Objectives: To develop auditory memory skills
To correctly follow oral commands

Materials: pencil

Time Required: 20 minutes

Procedure: Have students sit in a circle. Hold a pencil and stand inside the circle. Give students a direction such as: "Pass the pencil around the circle. When it gets to Andy, everyone close your eyes." Then give the pencil to a student to pass. The pencil should pass from student to student until it gets to Andy. Then the students should close their eyes. Praise those who had good memories and followed the direction correctly.

Continue with another direction, such as: "Pass the pencil around the circle. When it gets to Beth, everyone stand up and say, 'Hi!'" Start the pencil around the circle, again noticing and praising those who follow the direction correctly. Continue with more directions.

Possible directions
When the pencil gets to X, . . .

1. put both hands on your head.
2. point to the clock.
3. pretend to sneeze.
4. sing "Happy Birthday."
5. stand up and turn around in a circle.
6. sit on your hands.
7. touch your nose and your ear.
8. put one hand over your mouth and one hand on your knee.
9. clap your hands three times.
10. point to something red.
11. fold your arms and smile a big smile.
12. make a cow sound, then put your hands behind you.
13. look at the ceiling, then shake your head no.
14. stamp your feet on the floor and whistle.
15. point to the trash can with one hand and the door with your other hand.

COUNTDOWN

Objectives: To develop auditory memory skills
To correctly follow oral directions

Materials: none

Time Required: 20 minutes

Procedure: Explain to students what a "countdown" (10, 9, 8, 7, 6 . . .) is. Then give them a direction such as: "When I count down to seven, clap your hands." Begin counting down, and when you get to the number seven, they should remember to clap their hands. Continue with more directions.

Sample directions

1. When I count down to three, sit on your chair backward.
2. When I count down to five, whistle and put your hands on your head.
3. When I count down to one, pretend to sneeze.
4. When I count down to eight, clap your hands in back of you.
5. When I count down to two, touch your shoes and then your nose.
6. When I count down to four, jump up and down three times.
7. When I count down to six, knock on your desk two times.
8. When I count down to three, whisper your name to somebody.
9. When I count down to five, close your eyes and say, "Lemonade."
10. When I count down to six, wave hello, but say, "Good-bye."

Allow students to take turns "playing teacher," giving countdown directions to the rest of the class.

Hint: To make the activity harder, you can count down from 20, or give longer directions. *(Turn around in a circle, point at the door, and jump up and down.)*

STUDENT SAYS

Objectives: To develop auditory memory skills
To formulate oral commands for others to follow
To correctly follow oral commands

Materials: none

Time Required: 20 minutes

Procedure: Tell students that they are going to play a game similar to "Simon Says," but instead of using "Simon Says," they are going to use their own names *(Beth says, Mark says)* to give commands to the rest of the class.

Select one student to stand in front of the class and give a command. *(Ben says, "Touch your nose.")* The rest of the class must follow the command.

Then select a second student to stand next to the first student. The second student must repeat the first student's command for all to do, and then add his or her own command. *(Ben says, "Touch your nose.")* Wait for the class to do so. *(Brittany says, "Clap your hands.")* Wait for the class to do so.

Continue with a third student:
(Ben says, "Touch your nose.") Wait for class to do so.
(Brittany says, "Clap your hands.") Wait for class to do so.
(Greg says, "Put your heads on your desk.") Wait for class to do so.

Continue with more students until someone forgets a direction. Then start over again with new students and new directions.

GRAMMAR

"BECAUSE" PICTURES

Objective: To generate complex sentences with the word *because* while answering *why* questions about pictures

Materials: pictures on the following pages

Time Required: 20 minutes

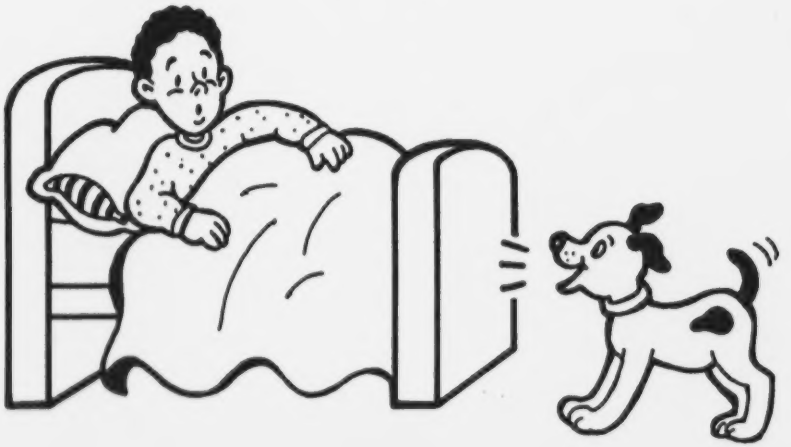
Procedure: Reproduce and cut apart the pictures on pages 49-53.

Line up students on one side of the room. Show one picture to a student, and ask the student to answer the question on the picture using the word *because*. For example, if you show the picture of a girl with a bag over her head and ask, "Why can she *not* see?," the student must answer, "She cannot see because she has a bag over her head." Encourage students to answer with complete sentences. If the student answers correctly, the student may sit down on the floor.

Continue down the line with other students and other pictures until everyone has answered correctly and is sitting on the floor.

Why is he waking up?

Why is he waking up?



Why is he waking up?

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Why is he waking up?

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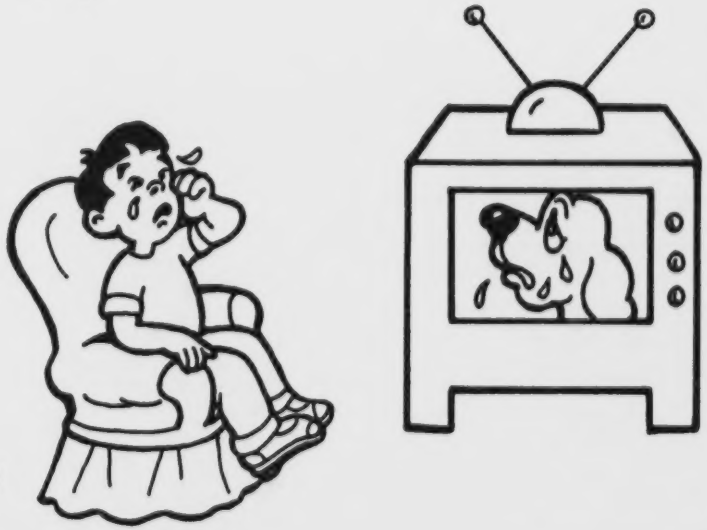
Why is he crying?

Why is he crying?

Why is he crying?



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Why is he crying?

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Why is she wet?

Why is she wet?

Why is she wet?

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Why is she wet?

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Why is he laughing?

Why is he laughing?

Why is he laughing?

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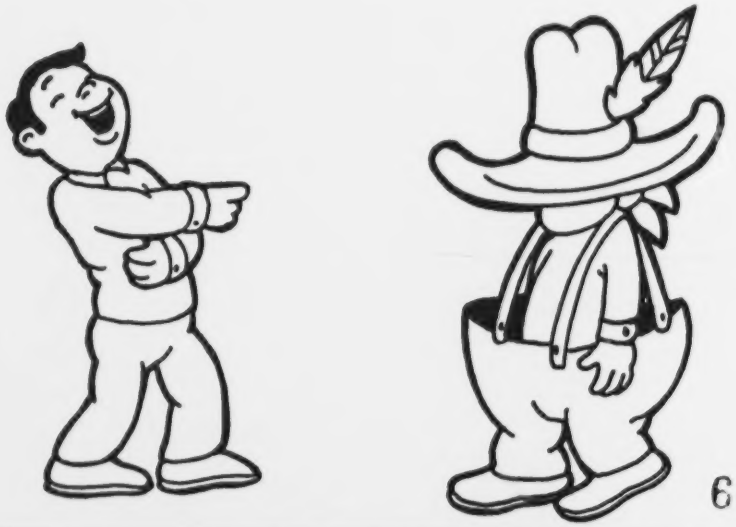
Why is he laughing?



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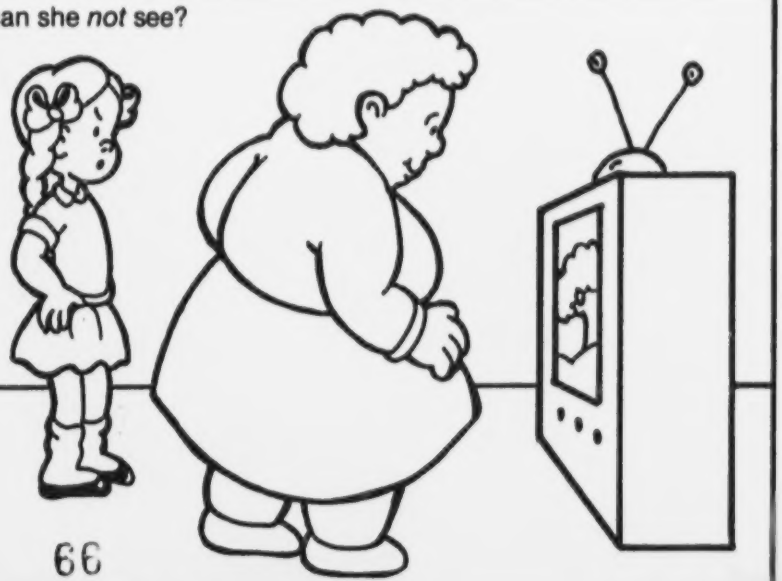
Why can she *not* see?

Why can she *not* see?

Why can she *not* see?



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Why can she *not* see?

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THAT'S SILLY BECAUSE . . .

Objectives: To generate complex sentences with the word *because*
To differentiate true statements from silly statements

Materials: none

Time Required: 20 minutes

Procedure: Tell students that you are going to make some true statements and some silly statements. Select individual students to decide which kind of statement you are making. If you make a true statement, the student must simply repeat it. If you make a silly statement, the student must tell why it is silly using the word *because* in a sentence.

Example

Teacher: A dog can bark.
Student: A dog can bark.
Teacher: A dog can brush its teeth.
Student: That's silly because a dog can't hold a toothbrush.

Sample statements

1. A rooster lives on a farm.
2. You can rip paper.
3. Butterflies can play pianos.
4. A wolf howls.
5. A baby can drive a bus.
6. Birds can fly.
7. Pens have ink.
8. Pencils are soft and squishy.
9. A fish can tell time.
10. Water is wet.
11. A porcupine is cuddly.
12. Snakes can walk.
13. Shoes have sleeves.
14. Lemons taste sour.
15. Apples can sing.
16. A pig teaches school.
17. Pumpkins are orange.
18. A lion roars.
19. Hats have batteries.
20. Elephants can fly.

FIX IT

Objectives: To correct grammatical errors one hears during an oral story
To improve oral grammar skills

Materials: toy screwdriver

Time Required: 20 minutes

Procedure: Read the following stories to students. Each time you make a grammatical error, students should raise their hands. Select one student to come forward, stand in back of you, and pretend to use the screwdriver to fix you/the error. After using the screwdriver, the student should pretend to talk for you and *correct the error.*

Story #1

Once when *me* was a little kid, I walked to the neighbor's house. I *goed* up to the door and rang the doorbell. The neighbor opened the door and said, "Why *is* you here?" I said that I wanted to borrow some bubble gum. The neighbor smiled, *leaved* for a few minutes, and returned with some gum for me.

Story #2

Today a new girl *comed* to school. *She* name is Beth. Beth moved here from Canada. She speaks both French and English. Beth *like* to ski, swim, and read scary books. She is glad to be a *students* at our school.

Story #3

Two dogs *was* running in an open field. They *runned* as fast as they could. When they came to a soft spot in the field, *them* both started to dig. They *digged* a hole and found two big bones, one for each of them.

Story #4

Soon it would be the first day of vacation. Everyone in the Smith family was eager. They *was* going to Disney World. They packed a camera, some clothes, and some *book* to read. Then they made sure that their house was locked and they *leaved* for *them* vacation.

PREPOSITION PATHS

Objectives: To correctly generate prepositional phrases to complete sentences
To learn prepositions such as *across, over*

Materials: pictures on the following pages (one of each for each student)

Time Required: 20 minutes

Procedure: Reproduce the two pictures on the following pages. Make a copy for each student.

Give each student a copy of the first picture. Read Story #1 aloud, stopping at each blank so students can formulate a prepositional phrase that makes sense.

Story #1

Skip left his cabin in the woods to go fishing one morning. He went (1) _____ and (2) _____ on his way. He hopped (3) _____ and then crawled (4) _____ . When he got (5) _____ he walked along the bank. He dipped his big toe (6) _____ . Then he stood (7) _____ and fished for an hour. Skip had caught just enough fish to feed his cat Ginger before he got tired and hungry. Then he climbed (8) _____ and back (9) _____ and started home. He hurried (10) _____ . When he got to the river he stepped (11) _____ in the water and skipped back (12) _____ for a pancake breakfast.

If time permits, give students copies of the second picture and repeat the activity with Story #2.

Story #2

Jill's family drove to the zoo. After they parked, Jill got (1) _____ and walked (2) _____ . After paying, Jill went to see the lion first. She walked (3) _____ . Then she went (4) _____ to see the monkeys. The door to the monkey cage was wide open, so Jill went (5) _____ . It was empty so she came back (6) _____ . Next she went to see the elephant. She wanted a ride so she climbed (7) _____ . Then she got (8) _____ . By then she was hungry, so she ran (9) _____ . After buying a hot dog, she sat (10) _____ to eat it. By then it was time to go home. Jill ran (11) _____ and climbed (12) _____ .

Source: Dianna Gram, Anson, Maine

PICTURE #1

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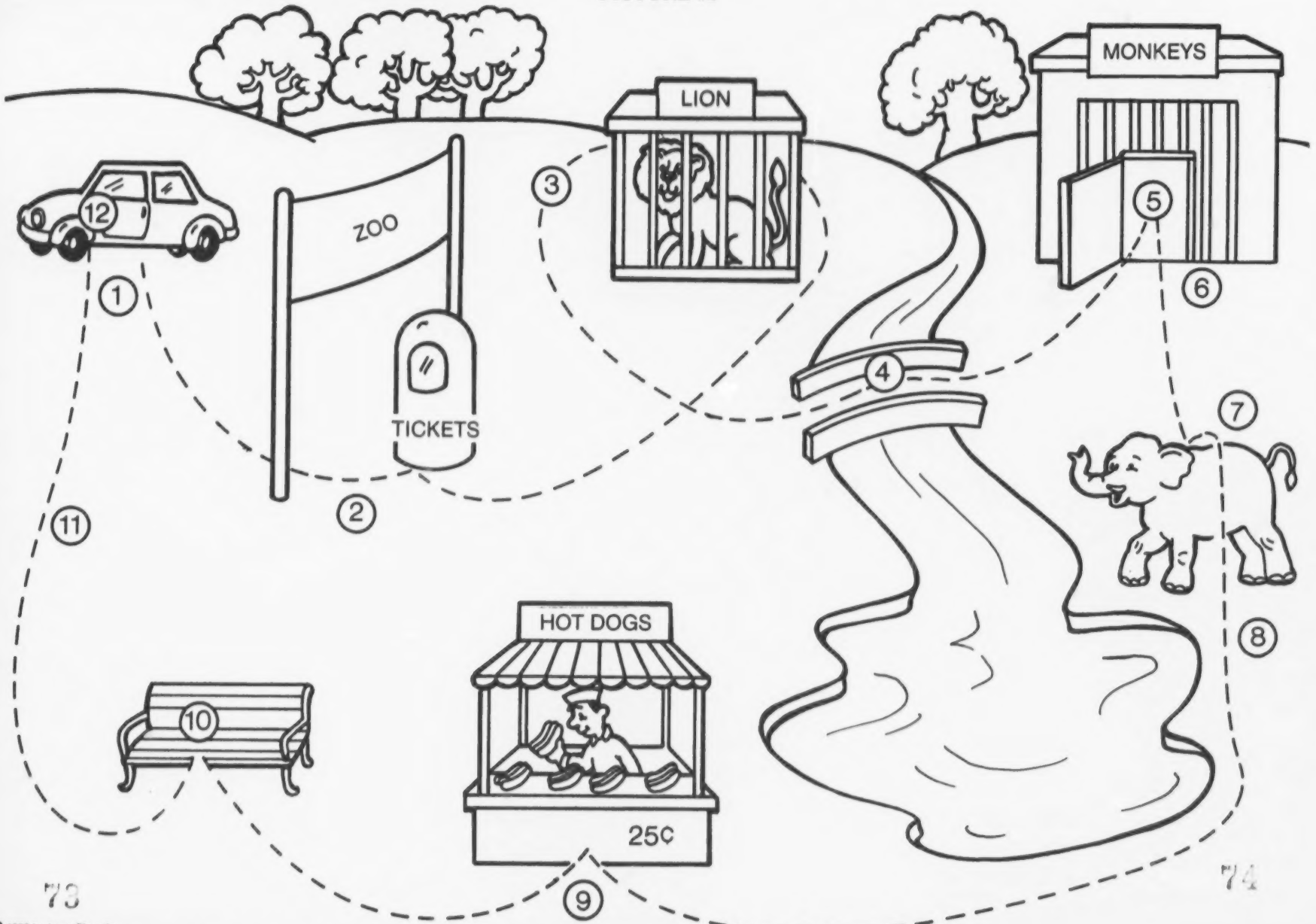
PICTURE #2



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RHYMING

NURSERY-RHYME BLANKS

Objectives: To develop rhyming skills
To complete nursery rhymes correctly
To act out nursery rhymes as they are read orally

Materials: book of nursery rhymes

Time Required: 20 minutes

Procedure: Select a nursery rhyme such as *Jack and Jill.*

Select two children to act out the rhyme as you read it. Tell the class that they must listen carefully, because every once in a while you will stop talking, and the class must say the next word in the rhyme. For example:

Jack and Jill went up the _____ .
To fetch a pail of water.
Jack fell down
And broke his _____ .
And Jill came tumbling after.

Continue with more nursery rhymes and different actors. In each rhyme, pause only at the rhyming words so that students will further develop their rhyming abilities. Repeat each nursery rhyme several times so that children become more familiar with the rhymes.

RHYME BANNER

Objectives: To develop rhyming skills
To name a word (nonsense or real) that rhymes with a given word

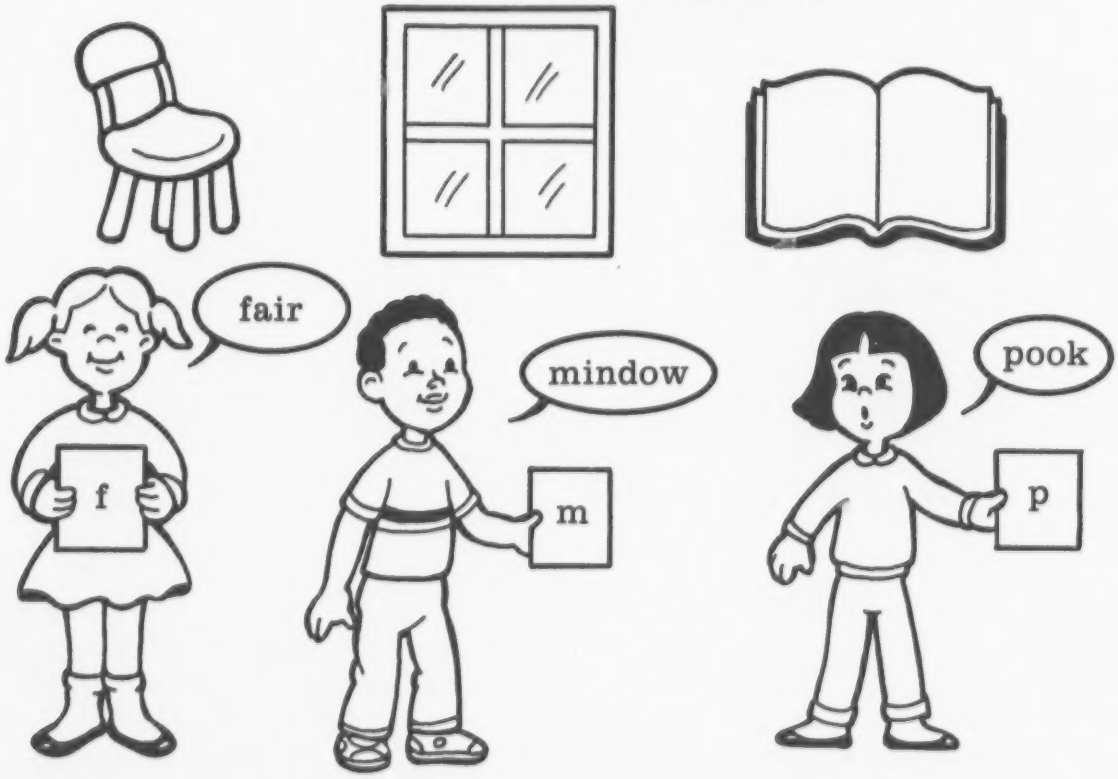
Materials: blank paper; yarn (optional)

Time Required: 20 minutes

Procedure: Print each consonant on a piece of paper (make the print large). Attach yarn to the papers to make "necklaces" for students if you wish.

Select three students to each hold or wear a consonant paper. One at a time, have each of these students stand in front of an object such as a door. Ask the student to name a word (nonsense or real) that rhymes with the word *door* and starts with the student's consonant. For example, the child with the /m/ letter would stand in front of the door and say *moor.* The child with the /p/ letter would do the same and say *poor.* The child with the /j/ letter would say *joor.* Then have the students stand in front of a different object, such as a desk, and repeat the activity (mesk, pesk, jesk).

Continue with different students and consonants, generating rhyming words for different objects. If a student has difficulty thinking of a rhyming word, allow the class to help.



ALMOST RHYMES

Objectives: To select one word that does not rhyme with others in a list of words
To develop oral rhyming skills

Materials: none

Time Required: 15 minutes

Procedure: Students often confuse words like *bone* and *comb*, assuming that they rhyme because the last sounds are similar. Read aloud the following lists of words. Ask students to name the word in each list that "almost rhymes" but really doesn't. This should remain an oral activity. As a visual task it would be easy for students to see the different endings, but they must learn to *hear* them.

1.	lap	cap	tab	rap
2.	lawn	mom	gone	fawn
3.	clasp	last	cast	mast
4.	run	gun	sung	won
5.	save	safe	gave	shave
6.	wrong	song	long	con
7.	lame	tame	cane	fame
8.	get	head	bed	red
9.	lack	Mac	rag	back
10.	star	dart	bar	jar
11.	moan	groan	cone	dome
12.	long	Ron	Don	con

RHYMING COLLAGES

Objectives: To develop rhyming skills
To identify and cut out magazine pictures that rhyme with a given word

Materials: construction paper (one sheet for each person); magazines; scissors; glue

Time Required: 30-45 minutes

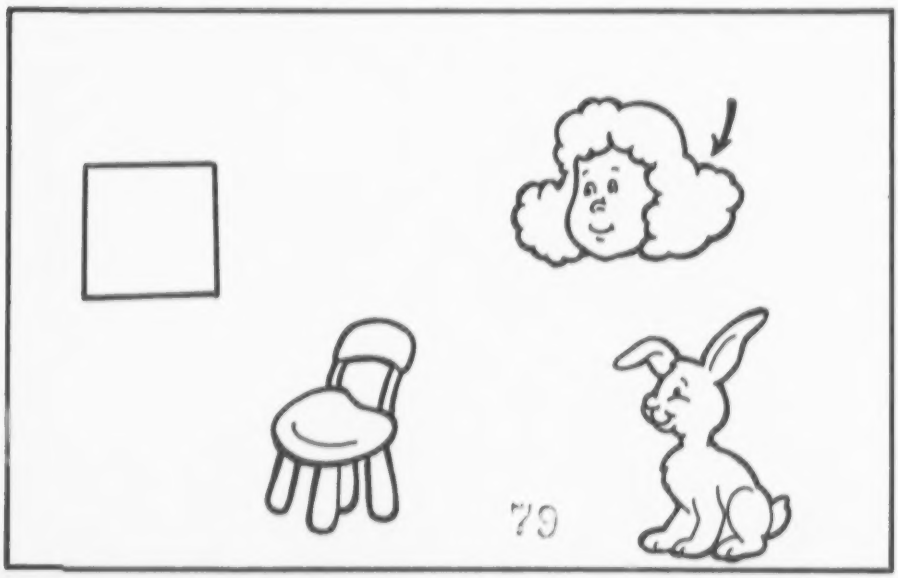
Procedure: Write a word (see list below) on each sheet of construction paper. Use one sheet to make a collage, cutting out and gluing to the sheet several magazine pictures of objects that rhyme with the word.

Explain to the class what a collage is, and show them the one you made. Give them each a piece of construction paper with a word on it. Tell them to cut out magazine pictures of objects that rhyme with their words and glue them onto their papers to make collages. Have each student try to find three to five pictures of rhyming words.

Afterward, have students try to guess each others' rhyming words from looking at the collages. Encourage them to use their reasoning skills. For example, a picture of a rabbit that rhymes with "tear" would be called a *hare*.

Possible words

will	chug	tan
way	wrote	knocks
win	me	take
took	right	hawk
fit	like	tear
go	hall	



CATEGORIZATION

SORTING

Objectives:

To develop categorization skills
To group objects into as many different categories as possible
To generate complete sentences describing how one has sorted objects

Materials:

students' shoes

Time Required:

20 minutes

Procedure:

Have the class sit in a circle on the floor. Ask all students to take off one of their shoes and put it in the middle of the circle. To model the activity, sort the shoes into two piles according to a special characteristic (shoes that tie/shoes that don't tie; shoes that are red/shoes that are not red; sneakers/nonsneakers; shoes with white soles/shoes without white soles). After you have sorted the shoes into two piles, use complete sentences to describe the piles. *(These shoes all tie. These shoes don't tie.)*

Mix the shoes together again. Select a student to divide the shoes into two piles according to a different characteristic. Do *not* tell students how to sort the shoes. They must think of their own ideas for sorting them. After sorting the shoes, the student should use complete sentences to describe how the shoes were sorted. Continue selecting students, challenging the class to think of as many ways as possible to sort the shoes into two piles.

You may do this activity with different objects, such as pencils, coats, lunch boxes, or mittens.

CATEGORY RACE

Objectives: To develop categorization skills
To draw pictures of objects from a given category
To work cooperatively with team members during a game

Materials: chalk; chalkboard

Time Required: 20 minutes

Procedure: Divide the chalkboard into four sections by drawing lines to separate each section. Then divide the class into four teams, and assign each team to a section of the board.

Select a category, such as *animals*. When you say "go," each team must draw as many animals on their board space as possible. After 5 minutes, say "stop." The team that has the most animals wins. Continue with other categories, such as those below.

Possible categories

kitchen things
vehicles
toys
soft things
winter things
furniture
things in a bedroom
red things
cold things
things on a farm
fruits
things that fly

CATEGORY HOSEDOWN

Objective: To name items within a category

Materials: garden hose; bathing suits for children

Time Required: 20 minutes

Procedure: On a hot day, have students dress in bathing suits. Hook the hose up to a faucet.

Line the children up in a row. Give them a category word such as *furniture.* Every time a child calls out the name of a piece of furniture, squirt the child with a hose. Continue until students run out of ideas. Then repeat the activity with another category word.

Possible categories

colors
cold things
desserts
vehicles
soft things
tools
noisy things
wild animals
words that start with /l/
writing utensils
jobs
songs
clothes

Hint: This is a great activity for an end-of-school field day or picnic. Use a squirt gun for a tamer version of this activity. If swimsuits are not possible, try the same activity with a ball. Throw the ball to each student who names an item in the given category.

ASKING AND ANSWERING QUESTIONS

WHO'S STANDING?

Objectives: To correctly answer oral questions
To learn concepts such as behind/in front of/between, left/right, etc.

Materials: none

Time Required: 20 minutes

Procedure: Tell students to stand. When you say "go," they should randomly walk around the room. When you say "stop," they should stand still wherever they are. Then ask questions about their positions.

Possible questions

Who's standing behind the easel?
Who's standing to the left of the chalkboard?
Who's standing between the teacher's desk and the trash can?
Who's standing in front of the mirror?
Who's standing to the right of Jessica?

Call on students to answer your questions, then repeat the activity several times.

Allow students to take turns "playing teacher," giving directions to the rest of the class and asking questions.

STUFFED-ANIMAL SORT

Objectives:

To correctly answer oral questions
To describe a stuffed animal
To ask oral questions

Materials:

stuffed animals (one for each child)

Time Required:

20 minutes

Procedure:

Ask each child to bring a stuffed animal from home. When they bring in their stuffed animals, they should place them in a specific location, such as in the middle of a braided rug.

When it's time for the activity, have all children sit around the stuffed animals. Tell them to keep their own stuffed animal a secret—no pointing at or touching their own stuffed animals.

You will try to identify the owner of each stuffed animal by asking questions of each child.

Possible questions

What color is your stuffed animal?
Is your stuffed animal wearing any clothes? What do they look like?
What size is your stuffed animal?
What kind of animal is your stuffed animal?

As you identify each animal, give it to its owner. Continue with questions until you have returned all animals to their owners.

THREE SECRET BOXES

Objective: To ask oral questions in order to guess the contents of a "secret box"

Materials: three covered shoe boxes; three objects in one category (kinds of foods, toys, school things, etc.)

Time Required: 20 minutes

Procedure: Bring in shoe boxes, and hide a related object in each.

Tell students that you will tell them the category of objects in the boxes, and they must ask you questions to guess what the objects are. For example, if you tell them the boxes contain food, they might ask questions such as:

1. What color is the food in box #1?
2. How is the food in box #1 cooked?
3. What food group does the food in box #1 belong to?
4. Where do people store the food in box #1?
5. How big is the food in box #1?

Continue until students guess the contents of the boxes.

You may repeat the activity on another day with objects from a different category, such as clothes or writing materials.

HOLIDAY TRIVIA

Objectives: To correctly answer oral questions about Christmas/ Hanukkah
To work cooperatively in a small group

Materials: index cards

Time Required: 20 minutes

Procedure: Write trivia questions relating to Christmas and Hanukkah (see below) on index cards. Lay them face down on a table or desk in the center of the room.

Divide the class into teams of three to five students, and have each team choose a captain.

Select one team to begin. The team captain picks one question card, and you read the question aloud. The team has one minute to confer about the answer, then the captain says the group's answer. If the answer is correct, the team gets one point, and the next team draws a question card. If the first team answers incorrectly, the next team has a chance to answer the same question. The teams continue taking turns around the room until one team earns five points and wins the game.

Sample questions

Q. What does Santa Claus ride in on Christmas Eve?
A. Sleigh.

Q. Hanukkah lasts for how many days?
A. Eight.

Q. Name three words Santa says when he is happy.
A. Ho-ho-ho.

Q. What color is Santa's beard and hair?
A. White.

Q. Who was chosen to guide Santa's sleigh on a foggy Christmas Eve?
A. Rudolph.

Q. How many reindeer does Santa have?
A. Nine (counting Rudolph).

Q. What is the name of the spinning top that children play with during Hanukkah?
A. Dreidel.

Q. Name two food items that people often string together to make Christmas-tree garlands.
A. Popcorn and cranberries.

Q. What piece of clothing brought Frosty the Snowman to life?
A. A hat.

Q. What two colors are on Santa's suit?
A. Red and white.

Q. Name two places Santa puts presents for children.
A. In their stockings and under the Christmas tree.

Q. What is the name of the candle holder used for Hanukkah?
A. Menorah.

Q. Name a famous Christmas ballet.
A. Nutcracker Suite.

Q. Why did the other reindeer make fun of Rudolph?
A. Because of his glowing red nose.

Q. What is one kind of tree used for a Christmas tree?
A. Fir, pine, or spruce.

Q. What was the magic signal Santa gave before he went up the chimney in the poem, *A Visit from St. Nicholas?*
A. He put his finger next to his nose and gave a nod of his head.

Q. Who is Kris Kringle?
A. Santa Claus.

Q. Does Santa live at the South Pole, North Pole, Iceland, or Siberia?
A. The North Pole.

Source: Renee Seiders, Thorndike, Maine

Hint: Children may enjoy taking turns making up questions for other teams to answer, especially if they have been studying a special unit such as holiday customs in other countries.

DESCRIBING

TELL ME

Objectives:

To develop describing skills
To tell two to four things about a given subject using complete sentences
To work cooperatively with a partner

Materials:

none

Time Required:

20 minutes

Procedure:

Divide students into pairs. Give each pair one of the subjects below, and have them tell you two to four things about it. *(Tell me three things about this school.)* The student pairs should confer in whispers before answering. Select individual students to tell their answers, using complete sentences. *(This school is made of bricks. At lunch time this school is noisy, and this school is for kids in grades one, two, and three.)*

Sample subjects

this school	car
house	picnic
this town/city	television
bedroom	babies
mother	shirts
friends	breakfast
dog	birthday party
library	weekend
living room	Thanksgiving
kitchen	closet
teachers	county fair
Christmas	telephone

PILLOW RACE

Objective: To accurately describe one's pillow

Materials: throw pillows (one for each student); timer

Time Required: 20 minutes

Procedure: Ask each student to bring a throw pillow from home. Bring in extras for children who don't have them at home. As they bring in their pillows, they should place them in a specific location, such as piled in the middle of a braided rug or on a table.

When it's time for the activity, have all children stand in a circle around the pillows. Tell students that they must follow a special rule during this activity: NO pointing.

Set a timer for 15 minutes. One at a time, ask students to describe their pillows so you can identify and return the pillows to them. The object of the game is to return the pillows to their owners as quickly as possible and beat the clock.

Hints:

1. If the students have a hard time describing, prompt them with questions. *(What color is it? Does it have any pictures on it?)*
2. Repeat the activity another day using lunch boxes, stuffed animals, toy cars, or anything else that children can bring from home.

TOKENS AND DESCRIPTIONS

Objectives: To orally describe another student, providing at least three descriptive features
To stand up when one hears oneself described

Materials: token (penny or game marker)

Time Required: 20 minutes

Procedure: Tell students that each person will describe at least three features of another person. The person described should then stand up. The object of the activity is to have everyone in the classroom standing.

Begin the activity by holding the token and describing one student. *(I'm going to pass this token to a blonde girl with ponytails who is wearing blue corduroy pants.)* The student should stand up and take the token. Then that student should describe another student. *(I'm going to pass the token to a boy sitting in the front row who's wearing brown boots and a green shirt.)* That student should stand up and take the token. Continue until everyone in class is standing.

HIDDEN TOKENS

Objectives:

To orally describe the location of a hidden token
To find a hidden token after hearing a description of where it is hidden

Materials:

token (penny, game marker); timer

Time Required:

20 minutes

Procedure:

Tell the class that the object of this activity is to see if everyone can have a turn at finding a hidden token within 15 minutes.

Set the timer for 15 minutes. Have all students close their eyes and put their heads down on their desks while you hide the token. Tell students to open their eyes. Give them an oral description of where you hid the token. *(I hid the token beside a small blue book on the bottom shelf in the library corner.)* Select one student to find the token. Then, while the rest of the students hide their eyes again, the student hides the token in a different location. The student then describes the secret location. *(I hid the token underneath a green paper in the middle of Mrs. Yardley's desk.)* The student selects another student to find the token, and so on. Continue until the timer goes off. After students have had turns, they should sit on their chairs backwards so you can keep track of who needs a turn.

Hint: If your class is too large for everyone to have a turn within 15 minutes, set the timer for two 10-minute periods instead. Keep track during the first period of who has a turn and how many tokens are found. Then have the second group of students try to find more tokens in the same period of time.

ROLE-PLAYING AND STORYTELLING

NEXT LINE

Objectives: To generate appropriate lines for conversations
To develop role-playing abilities

Materials: none

Time Required: 20 minutes

Procedure: Discuss with students what a dialogue or conversation means. Then read them the following conversations. Have them brainstorm possibilities for the next line in each conversation.

Mom: What did you do at school today?
Kimberly: Oh, we had music today and it was fun.
Mom: Tell me about it.
Kimberly: _____ .

Ben: Dad, I'm starved. Let's stop somewhere for lunch.
Dad: Can't you wait another half hour until we get to your grandmother's house?
Ben: _____ .

Janitor #1: Boy, the students sure made a mess of their rooms today. I think they had parties.
Janitor #2: I know what you mean. I don't know how I'll ever get the punch stain out of the kindergarten's rug.
Janitor #1: _____ .

Dad: Please pass the salt.
Mom: Oh, I'm sorry, honey. We're all out of salt. I forgot to pick some up at the store.
Dad: _____ .

Brad: Let's go for a bike ride.
Kevin: Naw, I don't feel like it.
Brad: How about playing marbles?
Kevin: I don't think so.
Brad: _____ .

Car driver: Excuse me, please. Could you tell me how to get to the post office?
Walker: Do you know where Main Street is?
Car driver: I'm afraid not.
Walker: _____ .

Doctor: Open your mouth and say, "Aah."
Patient: Doctor, my throat hurts. What's wrong?
Doctor: _____ .

Sam: May I buy that shirt, Mom?
Mother: It's very expensive, Sam.
Sam: Oh please, please, may I have it?
Mother: _____ .

SILLY SECRETS

Objectives:

To generate "silly secrets" about pictured objects
To develop role-playing abilities
To work cooperatively in pairs

Materials:

miscellaneous pictures of objects

Time Required:

20 minutes

Procedure:

Have students define *secrets*. Then tell them that they will have a chance to make up some silly secrets. Give students some examples of silly secrets before they begin making up their own. For example, you could show them a picture of a lawn mower and say, "I'm a lawn mower and my big secret is that I hate gasoline. It tastes awful. So instead, I run on lemonade. It's cool and refreshing on a hot day. Ssh! Don't tell anybody that I run on lemonade." Or you might show them a picture of a pillow and say, "When my owner goes to sleep, I trick him. I switch my feathers into rocks. When my owner wakes up in the morning, he has a stiff neck and he doesn't know why. Don't tell him."

After a few examples, divide students into pairs. Then show the class a picture and have partners whisper together to figure out a silly secret for the pictured object. Select three or four student pairs to tell their silly secrets to the class. Continue with other pictures as time permits.

SILVERWARE PUPPETS

Objectives: To develop role-playing skills
To act out a short skit

Materials: fork, spoon, knife

Time Required: 20 minutes

Procedure: Tell students that they are going to pretend to be silverware today. Read aloud each of the following scenes, and act it out as a model for the children. Then have the class brainstorm other ideas for what to say and do for each one. Finally, select individual students to play the parts of fork, spoon, and knife in each skit.

1. You are silverware at a store sitting on a shelf. You are eager for someone to buy you.
2. You are silverware in a kitchen drawer. It's lunchtime, and someone's going to set the table with you.
3. You are silverware at a very important and formal dinner with special guests.
4. You are silverware after a meal. It's time for you to get cleaned up in the dishwasher.
5. You are silverware that some kids take outside to play with in the mud.

MASK STORY—BATHROOM BLUES

Objectives: To act out an oral story using masks
To listen attentively to the story as it is acted out
To answer questions about the story
To develop role-playing abilities

Materials: masks on the following pages; tongue depressors

Time Required: 20 minutes

Procedure: Reproduce, color (optional), and cut out masks. Tape them to tongue depressors to hold them up.

Assign parts in the following story, and distribute masks to the five characters. As you read the story aloud, have children act it out. The rest of the class can be the audience. Afterward, have children answer the questions about the story.

Bathroom Blues

One day, all the things in the bathroom had the "bathroom blues"—that is, they felt sad and depressed. The toothbrush started to cry. Then the soap, toothpaste, mirror, and washcloth all cried, too. After they'd cried for awhile, the soap said, "We've got to stop all this crying. Crying makes me shrink. **(Soap: "We've got to stop all this crying. Crying makes me shrink.")** He was afraid that pretty soon there wouldn't be anything left of him.

The mirror answered, "You're right, Soap. The water from these tears steams me up." **(Mirror: "You're right, Soap. The water from these tears steams me up.")** He suggested that they try talking about their problems instead.

The toothbrush agreed and volunteered to be the first one. "It's terrible being a toothbrush," he said. **(Toothbrush: "It's terrible being a toothbrush.")** He showed everyone how he shakes all over when people brush their teeth with him. And the toothbrush plugged his nose to show how much it stinks in people's mouths from their bad breath, at least until they use him and the toothpaste.

Then the washcloth interrupted, "Oh, you don't have it so bad, Toothbrush. I have things much worse than you." **(Washcloth: "Oh, you don't have it so bad, Toothbrush. I have things much worse than you.")** Then the washcloth shivered to show how it feels when people stick him in cold water. Next he yelled, "Ouch!" to show how it hurts when people burn him with hot water. **(Washcloth: "Ouch!")** Finally, he rubbed his eyes to show how they hurt when people rubbed soap on them.

The mirror joined in next, "Oh, that's not so bad, Washcloth. Wait until you hear my problems." **(Mirror: "Oh, that's not so bad, Washcloth. Wait until you hear my problems.")** Then the mirror wiped himself off to show how he can't see half the time because he's covered with steam from the shower. Then he coughed and coughed to show how awful glass cleaner tasted when it was sprayed all over him.

Next the toothpaste said, "That's not so bad. Listen to what happens to me." **(Toothpaste: "That's not so bad. Listen to what happens to me.")** The toothpaste held his head and moaned to show what a terrible headache he gets when people keep

taking his head/cap off and on. He said, "How would you like someone to keep taking your head off?" **(Toothpaste: "How would you like someone to keep taking your head off?")** Then the toothpaste screamed to show how much it hurt when people squeezed out his insides.

Finally, the soap had a turn to speak. "You're right, you do all have it rough, but listen to my problems." **(Soap: "You're right, you do all have it rough, but listen to my problems.")** The soap shivered and shook to show how chilly it feels to sit around in a wet soap dish all day long. Then the soap went over and touched the toothbrush, then the washcloth, then the mirror, and finally the toothpaste. After the soap touched each of them, they all said together, "Why did you touch us?" **(Toothbrush, Washcloth, Mirror, Toothpaste: "Why did you touch us?")** The soap explained that he wanted to show them how hard and sturdy they were. They all lasted a long, long time. "But people keep using me. Before you know it, I'm all used up. No more soap. No more me." **(Soap: "But people keep using me. Before you know it, I'm all used up. No more soap. No more me.")** The soap began to cry again. The other bathroom things patted the soap on the back to try and make him feel better. They agreed that the soap really did have the roughest life.

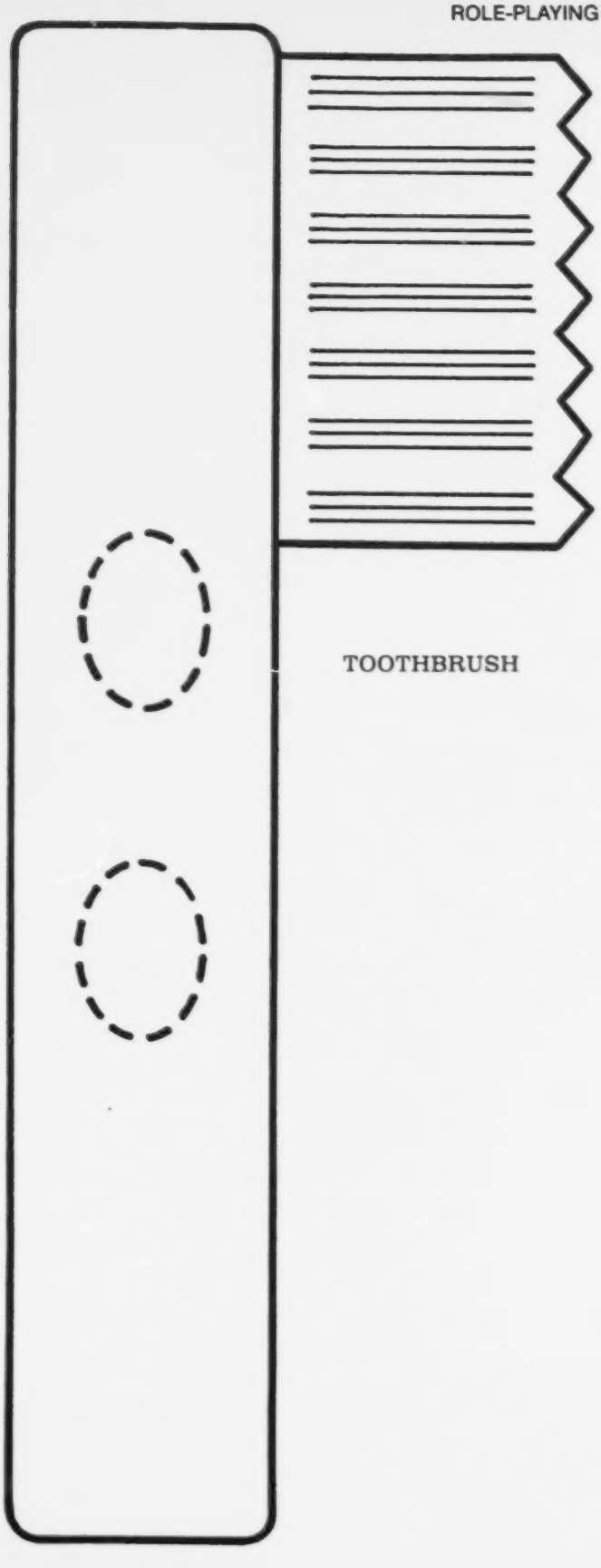
The mirror exclaimed, "I have an idea! Let's hide the soap so the people won't find him. That way he'll last forever." **(Mirror: "I have an idea! Let's hide the soap so the people won't find him. That way he'll last forever.")** And they did just that. They hid their friend the soap in a secret, safe place. And he's still living happily ever after in that special place.

THE END

Questions

1. What do the following words mean: *shiver, steam, moan, sturdy?*
2. Where do you think they hid the soap?
3. What bathroom thing do you think had the worst problems? Why?
4. What would be fun about being a toothbrush? soap? toothpaste? mirror? washcloth?
5. Describe the problems of other bathroom things: towel? deodorant? tub? razor? scales?

Repeat the story as time permits, giving parts to different children.



TOOTHBRUSH

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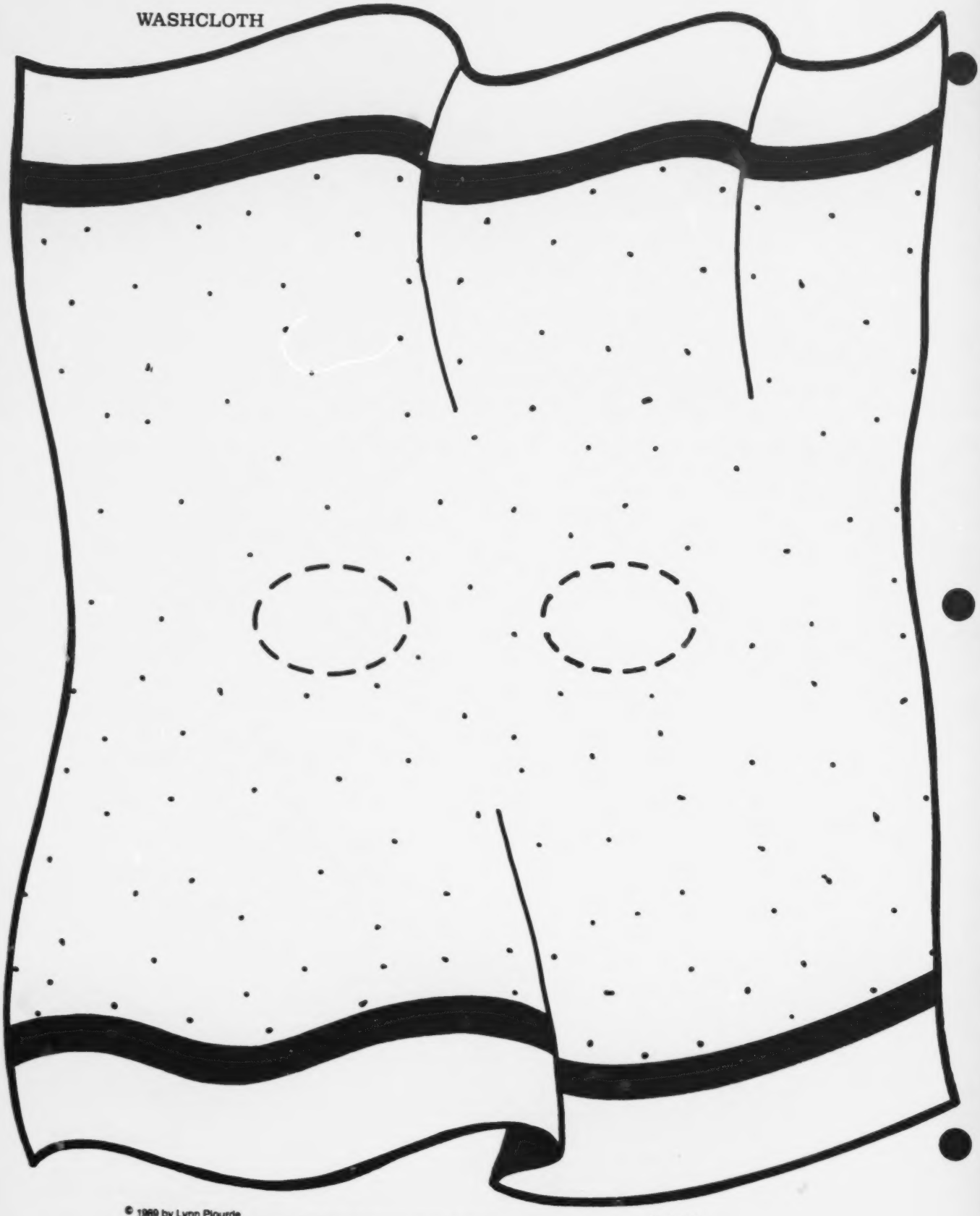
WASHCLOTH



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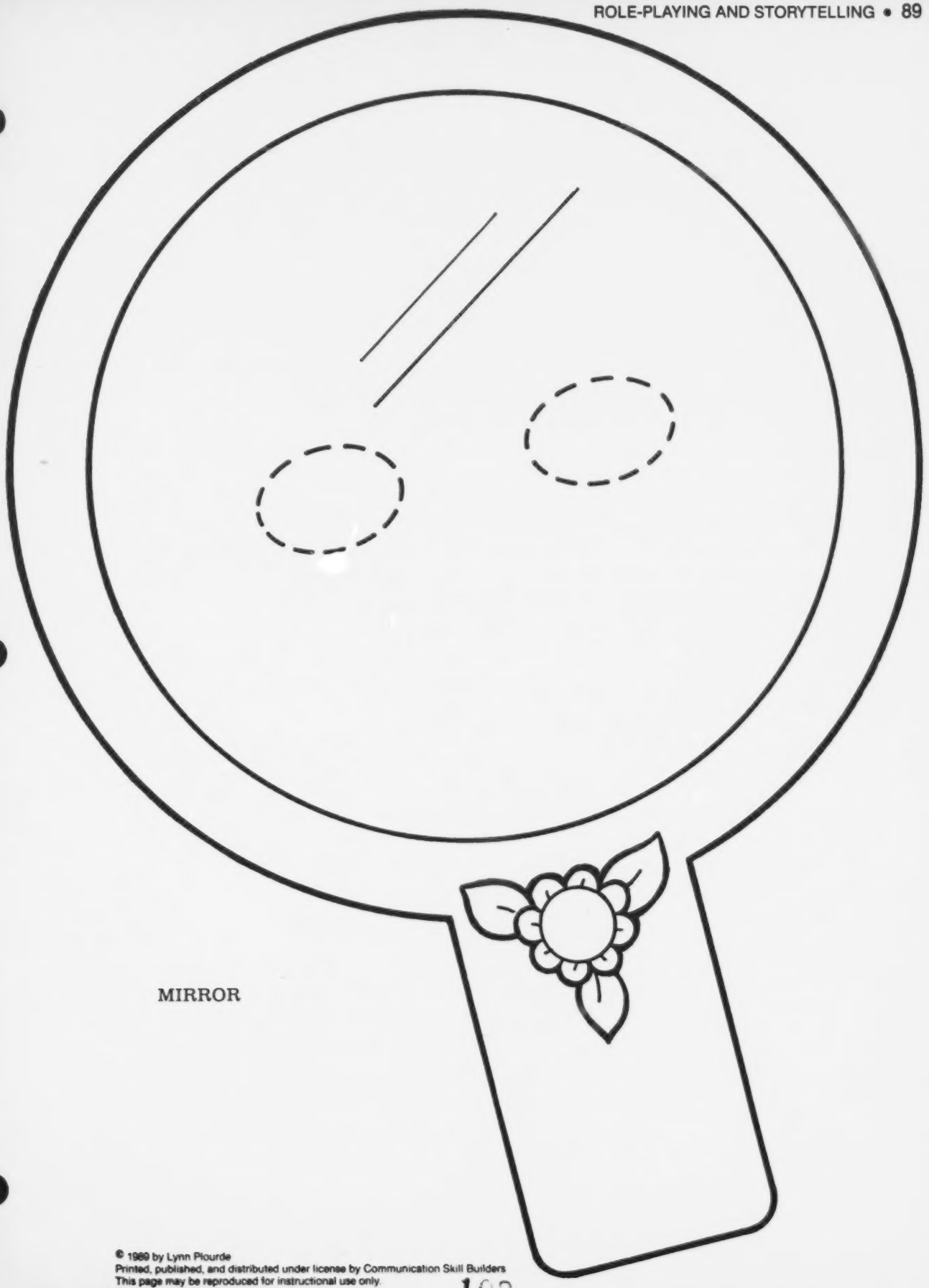

MIRROR

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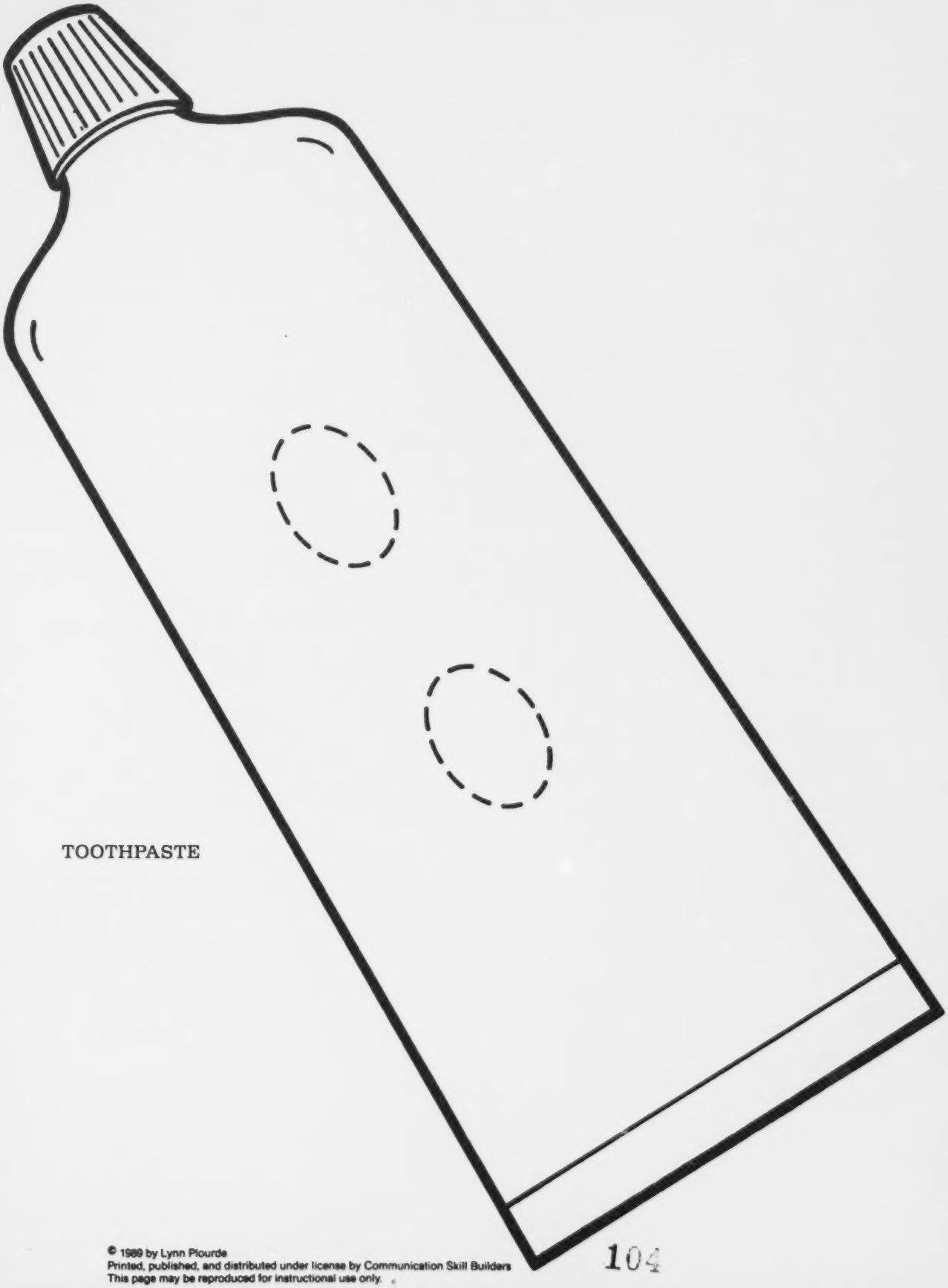

TOOTHPASTE

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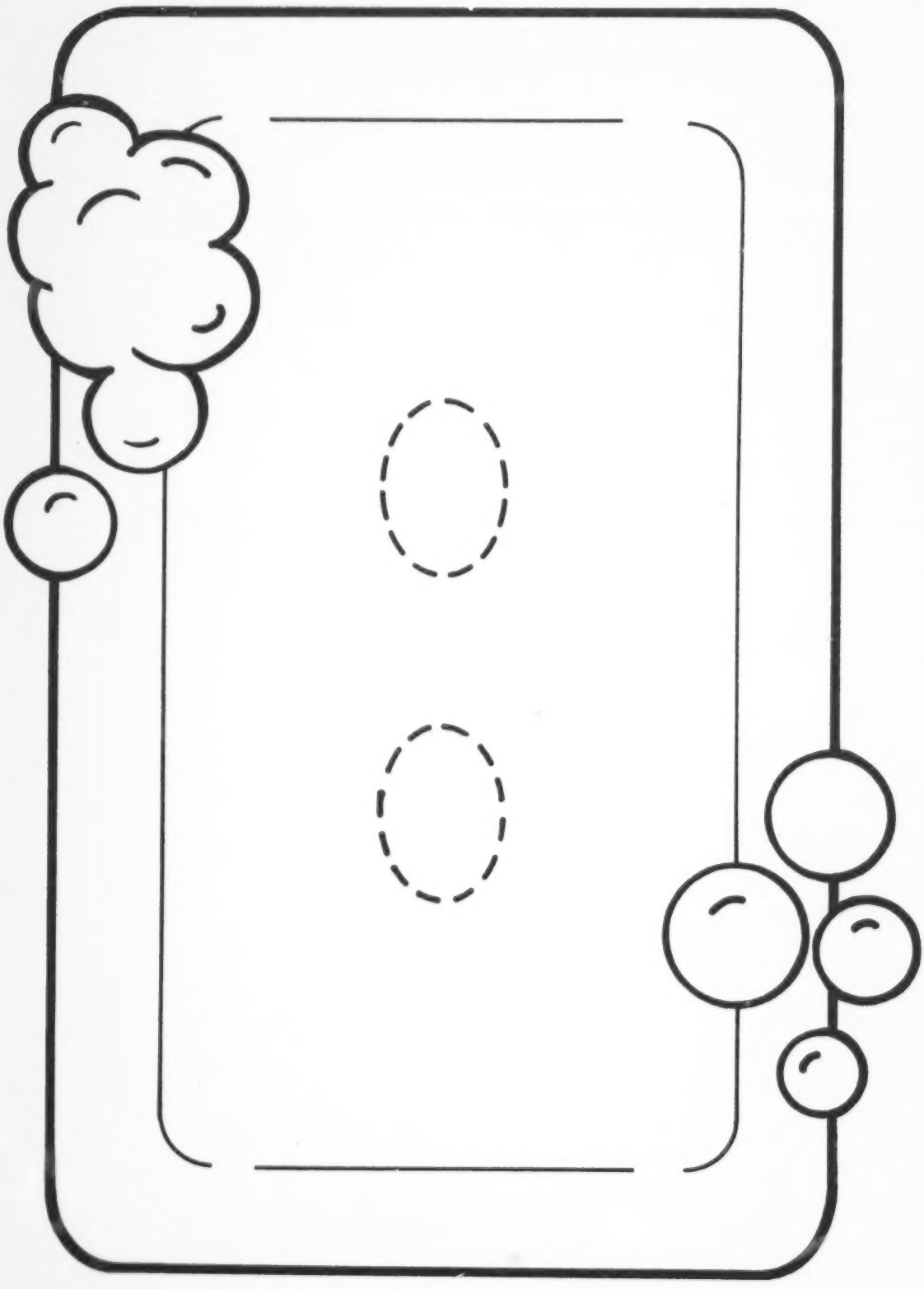
SOAP



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MAKE UP A MASK STORY

Objectives:

To make up and act out an oral story using masks
To listen attentively to the story as it is acted out
To develop role-playing abilities

Materials:

masks on the following pages; tongue depressors

Time Required:

25 minutes

Procedure:

Reproduce, color (optional), and cut out masks. Tape them to tongue depressors to hold them up.

Show students the masks, and tell them they are going to make up and act out stories about a scarecrow, pumpkin, corn, lettuce, and cucumber. Select one of the skit ideas below, and have the whole class brainstorm ideas for the skit. Then select students to act it out, and distribute masks to the characters. If time permits, do more skits in the same way.

Possible skits

1. The day a crow kept invading the garden.
2. The time there was no rain for four weeks and the garden was very dry.
3. The day all the foods were harvested.
4. The time weeds were growing and taking over the garden.

SCARECROW

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PUMPKIN

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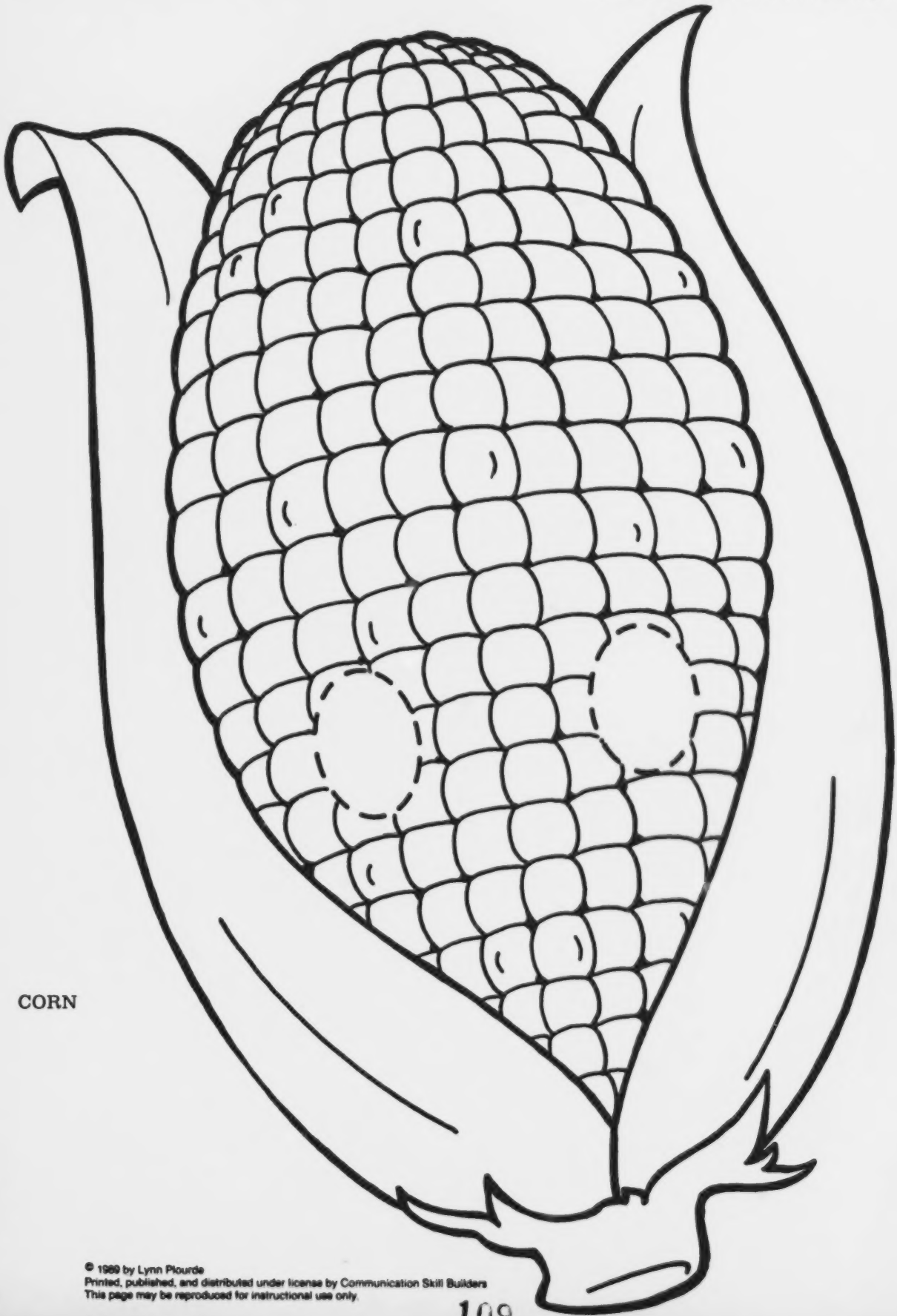

CORN

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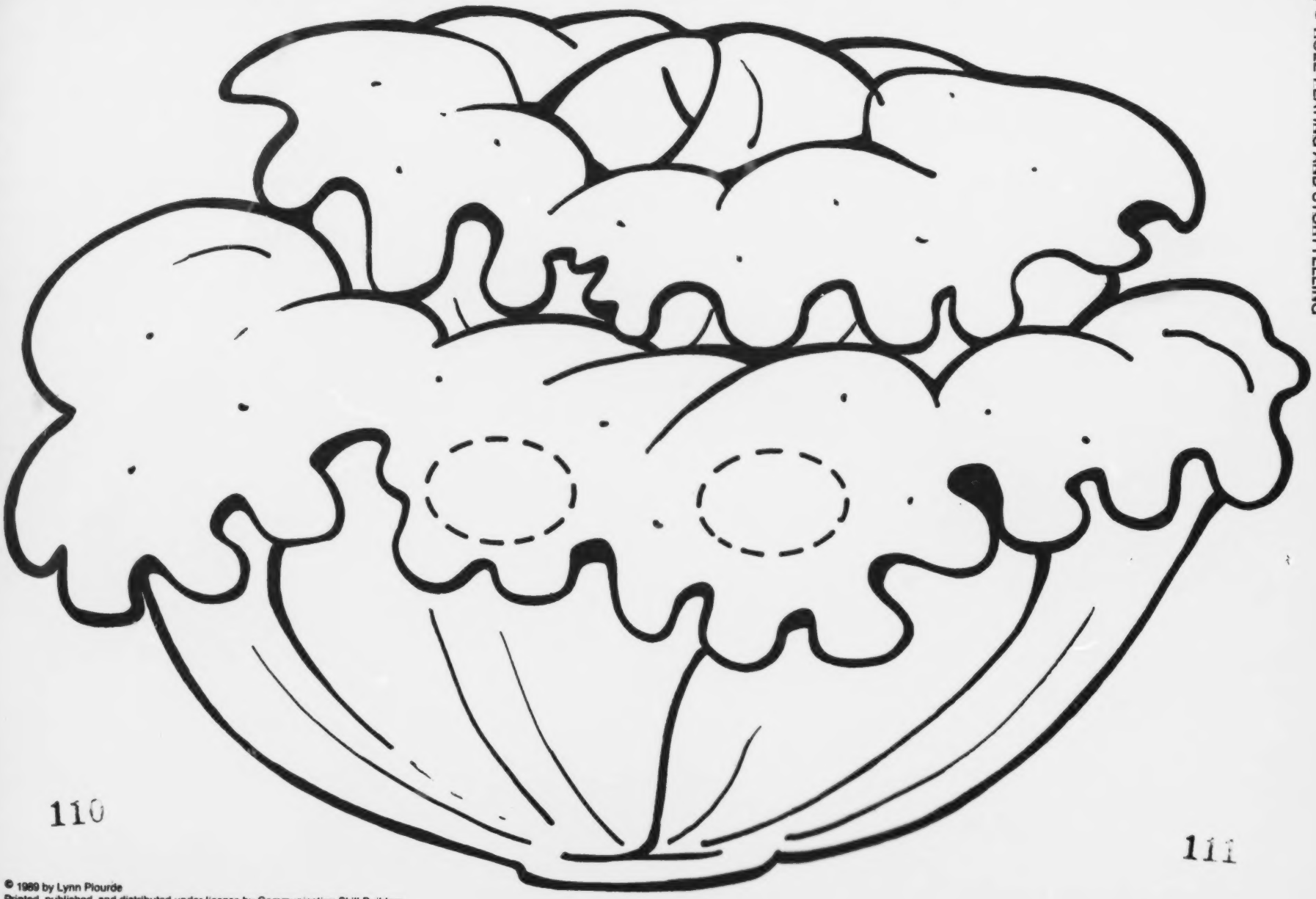
LETTUCE



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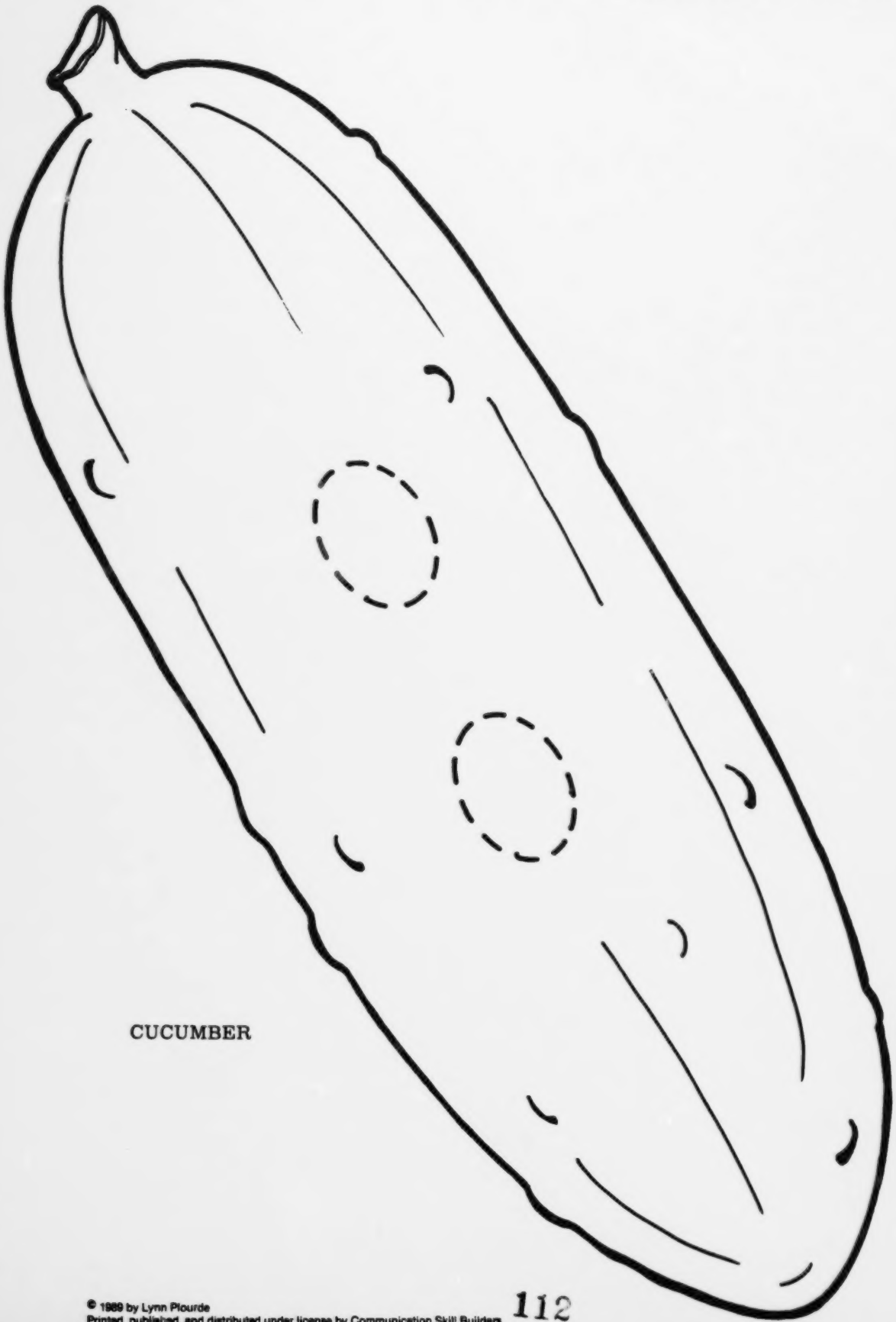

CUCUMBER

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REASONING

COULD YOU?

Objectives:

To develop reasoning skills
To correctly answer questions with the word "could"
To correctly generate sentences using the word "could"
To support one's answers with specific reasons
To work cooperatively with a partner

Materials:

none

Time Required:

20 minutes

Procedure:

Divide students into pairs. Ask all students the questions below. Each pair should confer in whispers to think of an answer. Answers should include specific reasons to support them. Select individual students to tell their answers, using complete sentences that contain the word *could*.

Example

Teacher: "Could you write if you had a broken leg?"
Student: "Yes, you could write if you had a broken leg because you don't write with your leg."

It is acceptable for students to have different answers to the same questions as long as they can support their answers with specific reasons.

Possible questions

1. Could you write if you had a broken hand?
2. Could you sing a song if you were standing on your head?
3. Could you sing a song if you didn't know the words?
4. Could you walk to school if you didn't know the way?
5. Could you cut a steak if you didn't have a knife?
6. Could you eat soup if you didn't have a spoon?
7. Could you ride a bike if it didn't have any wheels?
8. Could you ride a bike if the tires were flat?
9. Could you see if your eyes were closed?
10. Could you sleep if you didn't have a bed?
11. Could you clean the floor if you didn't have a vacuum cleaner?
12. Could you brush your teeth if you didn't have a toothbrush?
13. Could you go to the store if you didn't have a car?
14. Could you start a fire if you didn't have a match?

If time permits, allow students to take turns "playing teacher," making up questions for the rest of the class to answer.

BRAINSTORMING BLANKS

Objectives: To brainstorm a list of numerous answers that correctly fill in blanks in sentences

Materials: chalkboard; chalk

Time Required: 20 minutes

Procedure: Write a sentence on the chalkboard such as the following:

We can _____ in the snow.

Read the sentence to the class. Then have students think of as many words (play, tunnel, slide, fall, etc.) as possible that would fit into the blank. Allow them to call out answers, and write all their words on the chalkboard. Challenge them to think of 10 to 15 different answers.

Repeat the activity, asking students to try to think of more answers for each sentence than for the previous one.

Possible sentences

1. We can play in the _____ .
2. She has a _____ dress.
3. He bought a _____ car.
4. Watch the baby_____ .
5. We lost our _____ outside.
6. She feels _____ .
7. Let's _____ now.
8. We _____ on our beds.
9. We ate _____ for breakfast.
10. We can _____ in the water.

PIN THE TAIL ON THE DONKEY

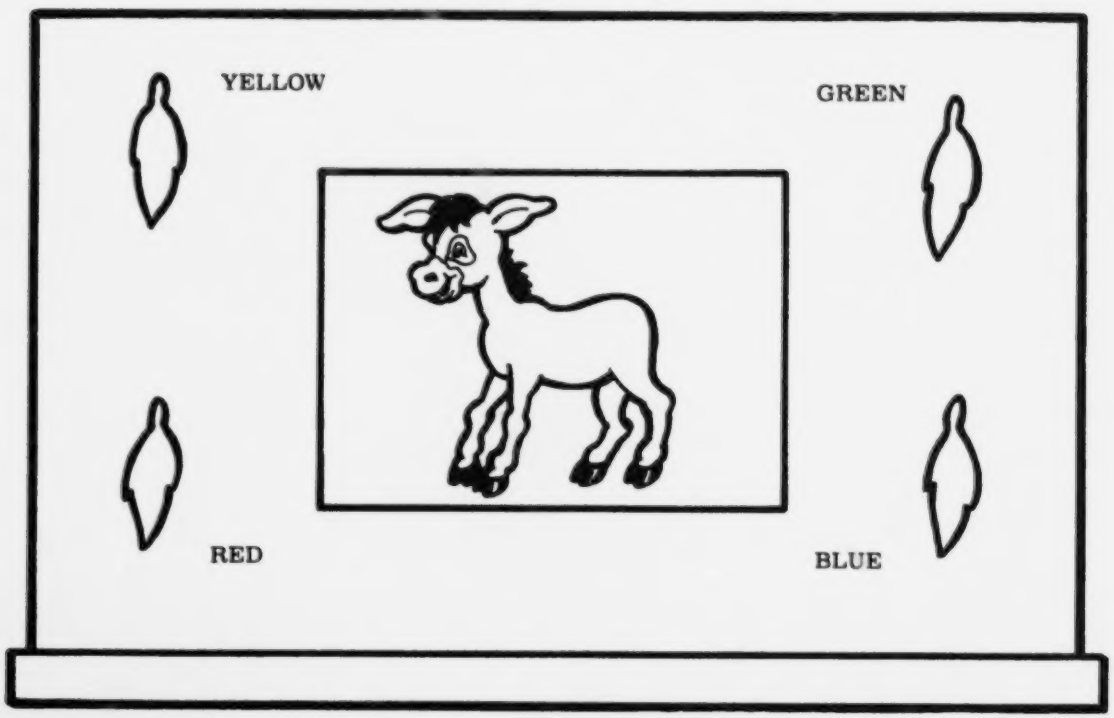
Objectives: To verbally describe where one will place a tail
To develop estimation skills

Materials: donkey and tail cutouts on the following page; masking tape; miscellaneous objects (ruler, pencil, chalkboard eraser, book, paper clip, etc.)

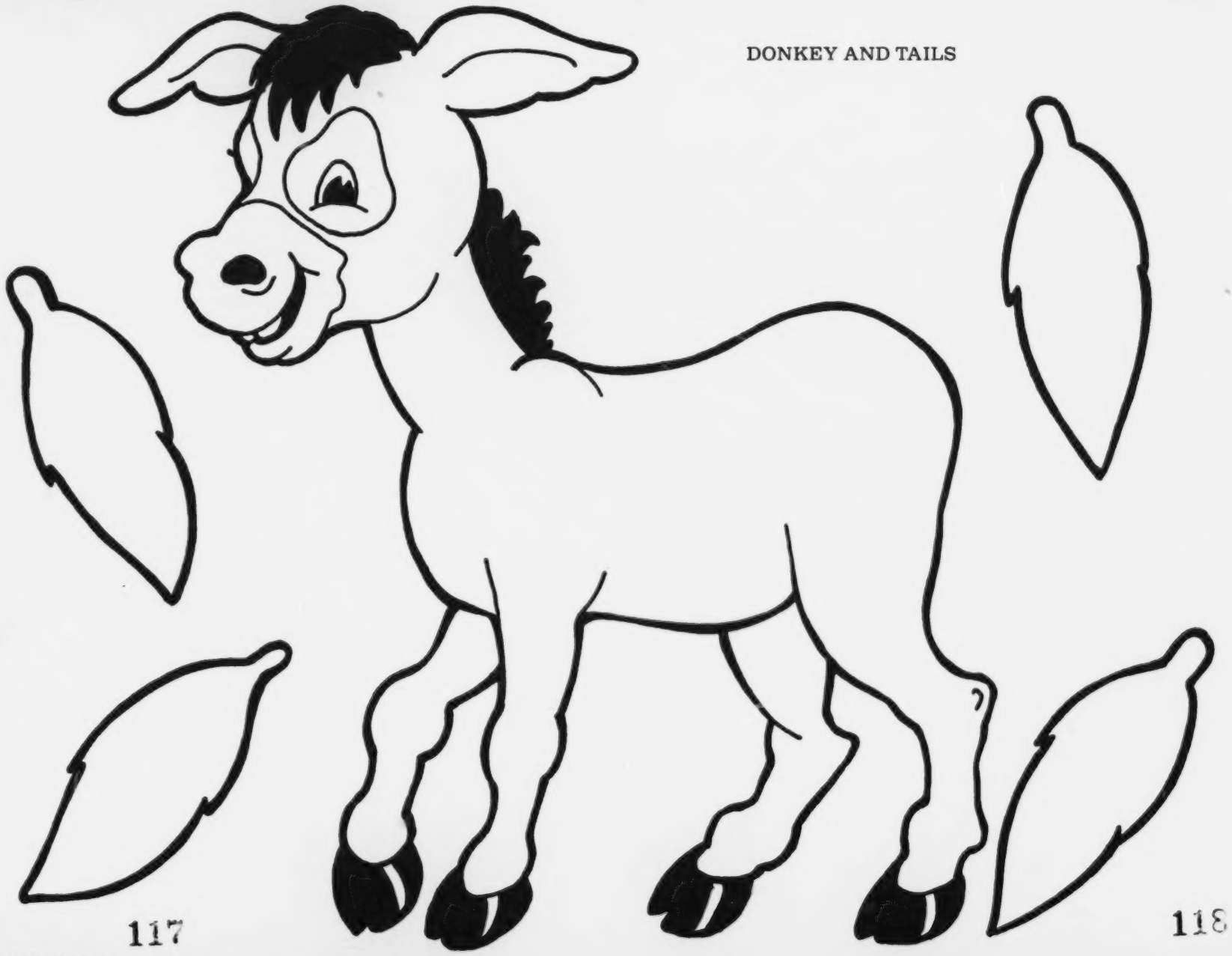
Time Required: 25 minutes

Procedure: Reproduce, color (optional), and cut out the donkey. Make numerous copies of the tails; color four of them in different colors. Tape the donkey picture to the middle of the chalkboard. Tape the four colored tails on the chalkboard at various distances from the donkey (see below).

Have each student tape a tail on the board, trying to get as close as possible to the correct placement. Students are *not* blindfolded, but before they can tape on their tails, they must tell exactly where they will put them. *(I am going to put my tail six rulers from the yellow tail, or eight pencils from the blue tail, or 16 paper clips from the green tail.)* Then the student must measure out that distance and tape the tail in that place. Students must try to make the best estimate possible so as to get their tail closest to the backside of the donkey. The more students do this activity, the better they become at estimating.



DONKEY AND TAILS



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Here are 50 enjoyable classroom activities to develop listening and speaking skills for children in kindergarten through second grade.

Lynne Plourde, a speech-language pathologist, has worked with teachers to create fun group activities that meet the language needs of young children. Research shows that improvement of oral language skills brings corresponding improvement in reading and writing skills.

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